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ABSTRACT

The guide is one of a series for a statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and contains material to be used with grades 10-12, not separated by grade level. For each of four topics (self-realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

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Hawaii Career Development Continuum

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Curriculum Guide
For Grades 10 Through 12

CE00409

Office of Instructional Services • Department of Education • State of Hawaii • Official • TAC 74-8228 • June 1974

The Honorable John A. Burns
Governor, State of Hawaii

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Hawaii Career Development Continuum Project
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June 30, 1974

PREFACE

The philosophical base for Hawaii's Career Development Continuum was determined by a study of existing official documents, reports of studies made, and an analysis of the on-going programs in the schools.

Realizing that the greatest portion of an individual's life is spent in the pursuit of his career or careers, it behooves the Department of Education to provide a continuing experience to all students through the schools' curriculum which develops an awareness of the relationship of self to home, school and community. Each student needs to be made aware of the worth and dignity of work through field observations and exploratory experiences integrated with classroom instruction in academic skills.

Through these experiences each student will become acquainted with the many different fields of endeavor and become aware of his own abilities so as to be able to choose a career in which he will be both successful and content.

Finally, the curriculum should instill in the student the idea that education does not end but continues throughout life, whether he goes directly into his chosen field or seeks further formal education.

The Career Development Continuum curriculum guides, K-3, 4-6, 7-9, and 10-12, provide for a broad approach to the economic, social and psychological development of each individual, involving life styles and values. These guides suggest instructional experiences for developing the capability of coping with the world in which the individual lives and will live in the future.

Teichiro Hirata

TEICHIRO HIRATA, Superintendent
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Many school level individuals participated in the different phases of the project and in varying degrees; their contributions have been invaluable to the developmental process. To these participants, too numerous to mention by name, the Department expresses its gratitude.

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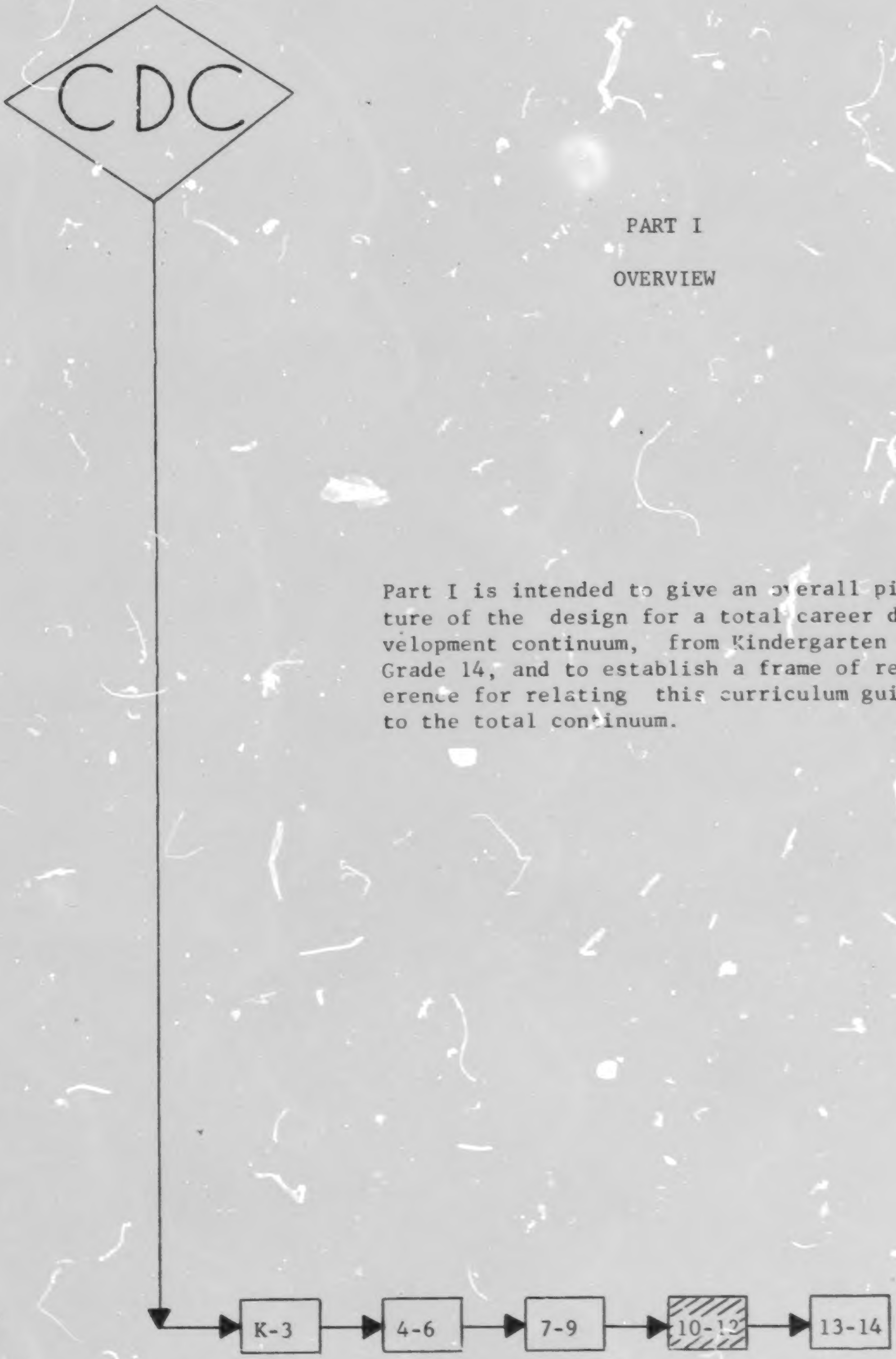
PART I

OVERVIEW

Part I is intended to give an overall picture of the design for a total career development continuum, from Kindergarten to Grade 14, and to establish a frame of reference for relating this curriculum guide to the total continuum.



CHAPTER I

INTRODUCTION

This is a guide for integrating a set of systematically sequenced and logically coordinated career development experiences into an existing curriculum. It is intended that this guide will assist teachers, counselors, and administrators in developing and implementing a career development curriculum within the existing instructional and guidance programs in the schools. This guide is part of a set of guides designed for four levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12.

Organization

The guide is organized into three major parts and an appendix. Part I, comprised of four chapters, presents an overview of the total career development continuum, extending from Kindergarten to Grade 14. It also establishes the conceptual frame of reference for the career development curriculum. The four chapters in Part I are:

CHAPTER I	INTRODUCTION Organization of the guide Directions for Users
CHAPTER II	RATIONALE Assumptions undergirding development of a career development continuum Reasons for developing the curriculum guide
CHAPTER III	CONCEPTUAL MODEL Conceptual frame of reference for the career development continuum and the curriculum guide
CHAPTER IV	GOALS, SUBGOALS, AND OBJECTIVES Major goals of career development Subgoals for each major goal Relation of objectives in one level to those in other levels

Part II of the curriculum guide contains a set of learning experiences to implement career development objectives. The experiences can be used directly or can be used as examples by teachers and counselors who want to develop learning experiences for the learners in their schools.

Part III of the curriculum guide contains background information on the development of the guide.

The Appendix contains a list of sources for obtaining hardware and software to use with the learning tasks, a glossary of terms, a bibliography, and a subject index.

Directions for Users

This curriculum guide is intended to help teachers and counselors provide learning experiences which will aid learners in becoming fully functioning persons capable of realizing career development. The learning experiences included in this guide can be incorporated into existing classes and guidance activities and can serve as examples to help in developing new objectives and learning tasks to meet the needs of all learners in Hawaii schools.

The user will be able to get the most benefit from the guide by reading Part I to gain an orientation to the total career development continuum concept and to establish a frame of reference for relating a particular guide to the others in the continuum.

Part II of the guide has been designed to implement the idea of a career development continuum by the use of a common set of four major goals and their subgoals. To insure articulation across grade levels, the same goals and subgoals are repeated in each of the curriculum guides. Each subgoal is accompanied by one or more related learner objectives. Each learner objective, in turn, is accompanied by several learning experiences. The objectives and learning experiences implementing a particular subgoal at one level are related to objectives and experiences for the same subgoal at other grade levels. In early levels, activities stress awareness; in middle grades, emphasis is on exploration; and in upper grades, the emphasis on exploration continues with additional stress on preparation.

Each learning experience describes the steps involved, lists the software/hardware needed to carry out the activity, suggests classes in which it may be used, and suggests an evaluation technique. Each learning experience is also identified by a code symbol to indicate whether it is primarily related to awareness **(A)**, exploration **(E)**, or preparation **(P)**. For further ease of use the learning experiences have been grouped by major goal and have been color coded. The four major goals are:

Goal 1: Developing capabilities for achieving self-realization through self-understanding and decision-making. (Color coded LAVENDER)

Goal 2: Developing capabilities for being economically efficient as producer and consumer of goods and services. (Color coded ORANGE)

Goal 3: Developing capabilities for establishing and maintaining healthy social relationships. (Color coded PINK)

Goal 4: Developing capabilities for carrying out civic responsibilities at work and in the community. (Color coded GREEN)

The Appendix of the guide includes complete citations for all recommended hardware/software, as well as listing additional sources of career education materials. Also located in the Appendix section is a cross index which groups learning experiences by curriculum subject.

The objectives, the learning experiences, and the evaluation methods presented in these guides are intended to serve as examples. It is anticipated that teachers and counselors will adapt the activities in the guides and will develop additional learning objectives and experiences to meet the needs of the learners with whom they are working.

CHAPTER II

RATIONALE

This chapter sets forth the frame of reference within which the set of career development curriculum guides was developed. The development of the guides was organized to provide flexibility in expanding and improving instruction and guidance in Hawaii. The guides are intended to provide suggestions for and stimulation to development of programs and professional growth of teachers, counselors, and administrators. The guides are designed to articulate elementary, secondary, and post-secondary programs and integrate academic education, vocational education, and guidance.

The four curriculum guides implement a set of assumptions about learners, the nature of career development, interventions for achieving career development, and the nature of the environment. These assumptions combine to establish a rationale underlying the development of the curriculum guides.

Assumptions about learners.

Each individual must reach a level of self-understanding and must develop attitudes, knowledge, and skills necessary for engaging in goal-directed behaviors which are vocationally and avocationally productive and personally satisfying. The individual needs to know about occupations and must have competency in specific tasks, but this is not sufficient. He/she also must know the ways in which tasks combine in occupations, and must understand the relationships among occupational elements in job clusters (Venn, 1964). The person must know about available opportunities and be able to relate knowledge of self to the occupational demands in choosing from among available courses of action. Each individual must understand his/her capacities for development at an early age, so aspirations and decisions can be realistic. The movement from a rural, agrarian to an urban, industrialized society has resulted in a highly specialized, technologically-based economy with a highly mobile population and a changing work-leisure structure. The work ethic, which placed pride in craftsmanship and individual achievement, has been challenged. It is becoming more difficult to find identity in an occupation. Most people must anticipate a series of job changes during the course of their working years. Many occupations will become obsolete and new ones will be born. ". . . Nearly half the students we see in high school will have unstable or multiple trial careers (Super, 1964, p. 3)." The movement away from argrarian-based economy which typifies the nation is pronounced in the state of Hawaii. The need is great for preparing the children and youth of Hawaii for coping with a world of work and leisure in a state of rapid change.

The Hawaii career development continuum implements the following assumptions about learners:

1. Every individual should have the opportunity to develop to the maximum his/her capacity for considered risk-taking.
2. Every individual should have the opportunity to clarify and refine knowledge about self and personal aspirations through planned assessment and evaluation.
3. Every individual should have the opportunity to gain a clear understanding of careers, to have an opportunity to explore career options, and to be prepared for career implementation.
4. Every individual should have the opportunity for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry-level skills.
5. Every individual should have the opportunity for learning the process of job entry and advancement, including mastery of skills of job seeking and career placement.
6. Every individual should have the opportunity to develop a clear understanding of the relationship of the educational process and career development.
7. Every individual should have the opportunity for healthy and fulfilling career development.

Assumptions about the nature of career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of positive self-identity and achievement of vocational and avocational maturity. Self-concept is a key construct in career development. "Individual values have been treated as the major synthesizing force in self-concept and the major dynamic force in decision-making (Katz, 1966. p. 3)." Career development is concerned with all the factors which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational and avocational roles. Career development is concerned with self, civic, social, and economic facets of the whole person.

The career development continuum implements the following assumptions about the nature of career development:

1. Career development is a process of individual growth toward vocational maturity and self-identity, realized through a systematic sequence of work experiences and implemented in occupational roles and the self-concept.

2. Career development is an ongoing process extending from infancy through maturity, concerned with all factors and conditions which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational roles.

3. Career development of the individual is cyclical in nature, and is subject to intervention to correct or facilitate development of self and achievement of career identity.

4. Career development is implemented through career awareness, career exploration and goal-setting, pre-service preparation, placement, and follow-up.

5. Career development is concerned with self, civic, social, and economic development of each person over a lifelong continuum in relation to the total spectrum of the work world.

Assumptions about effective interventions to achieve career development.

Healthy career development does not happen by chance. There must be a systematic approach to articulation and integration of planned experiences from kindergarten through adult education to foster and enhance career development. The interventions to facilitate career development of each individual must be implemented in planned experiences to bring about the cognitive, affective, and psychomotor changes needed to realize self-identity and vocational maturity. There must be a concerted effort involving academic education, vocational education, guidance, and work experience.

An effective intervention to achieve career development of the individual must include the efforts and inputs of learners, school personnel, parents, community leaders, labor and industry representatives, and businessmen. The experiences to facilitate career development must include planned opportunities for learning and practicing decision-making and value clarification. The intervention must provide an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets of careers. An effective career development intervention must provide an opportunity for growth of an internalized value system to help each individual move to self-fulfillment through appreciation of his/her own career role.

An effective program to facilitate career development must be part of a total curriculum, involving school, home, and community, and must be totally articulated and integrated laterally across school and community, and vertically from pre-school through adulthood. The content and nature of learning experiences must be focused on careers, with programs structured around career opportunities, occupational information, work attitudes and values, job entry skills, and higher level technical skills. An effective career development intervention must provide for a guidance component which assists individuals to make sound life-decisions, helps them prepare for work roles implementing their career choices, and prepares them for relating self-development experiences to career development. Career development of the individual is achieved through provision of an integrated instruction-guidance program geared to a sequence of developmental tasks (Havighurst, 1953).

A career development continuum must implement the same major goals or themes at every growth level. Administration, instruction, and guidance must be linked in a concerted effort to provide the kinds of intervention needed to realize career development. Effort must be made at every level of the educational process, from kindergarten through adult education, to implement a continuum of systematically related experiences designed to help each individual realize his/her full potential for career development. The resources of the State of Hawaii must be brought to bear on the problem of providing a totally integrated and articulated program of career development experiences for the children and youth of the state. Government, education, labor, industry, and community groups must work together to implement a planned program to prepare the children and youth of the state for facing the challenges of a rapidly changing society.

The career development continuum implements the following assumptions about effective career development interventions:

1. Career development interventions must focus on interaction of academic education, vocational education, guidance, and work experience.

2. Career development interventions should include the efforts and inputs of learner, school personnel, parents, community, labor, industry, and business.

3. Career development interventions must provide opportunities for experiences in learning and practicing decision-making.

4. Career development comprehensive programs to develop self, civic, social, and economic capabilities must provide career development activities according to the individual's developmental level and needs.

5. Career development programs of activities must provide each learner the opportunity to clarify and refine knowledge about self and aspirations for future through a planned process of self-assessment and evaluation.

6. Career development programs of activities must articulate facets of particular jobs or careers and expand this knowledge to other facets or careers.

7. Career development programs must provide for discussion and growth of an internalized value system which helps each person move toward self-fulfillment.

8. Career development interventions must provide for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry level skills.

9. Career development programs must provide assistance to the individual in learning the process necessary for job entry and advancement and in developing the skills of job seeking and career placement.

10. Career development interventions must provide individualization of learning experiences and participation in group learning and guidance activities.

11. Career development interventions must provide a systematic approach implemented jointly by school and community, with personnel from the world of work participating with educational and guidance personnel to design, implement, and evaluate the experiences supporting career development.

12. Career development interventions must be part of the total curriculum and must be totally articulated and integrated, laterally across school and community, and vertically from pre-school through adulthood.

13. Career development interventions must be implemented in learning experiences and activities focused on careers--elementary and secondary programs structured around career opportunities, occupational information, attitude development; high school programs around career exploration and job entry skills; and community colleges around technical skills.

14. Career development guidance interventions must assist individuals to make sound life-decisions, help them prepare for work roles implementing their career choices, and prepare them for relating self-developmental experiences to reality.

15. Career development interventions must be organized around a functional priority of life roles, with career-identity and self-identity providing the central focus.

16. Career development interventions must be based on a developmental concept, which provides for integrated instruction and guidance geared to a sequence of developmental tasks (Havighurst, 1953).

General assumptions about the environment.

A number of basic premises about the environment underlie the conceptual model of career development which establishes the frame of reference for the career development curriculum guides. The following assumptions, which reflect the rapid social and economic change characterizing post World War II society, the existing social and institutional arrangements, and some of the more critical problems and issues that confront society in general and Hawaii in particular are:

1. Rapid technological and social change will continue making it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

2. Preparation for work is a major objective of education.

3. Vocational education and academic education must be fused and integrated.

4. Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

5. Effective education must provide for intensive guidance and counseling.

6. Continuous articulation of education must be provided from kindergarten through grade 12 and into post secondary education and training.

7. Vocational-technical education, academic discipline, and guidance and counseling must be fused and integrated.

The rationale underlying the Hawaii Career Development Continuum assumes the need for systematic planning and continuing evaluation of the career of each individual. It assumes that healthy career development does not happen by chance. Zaccaria (1969) documents the assumption that skills and knowledge are not spontaneous occurrences. They must be developed in systematic ways. The accomplishment of healthy career development for the individual calls for a long-term, continuing intervention.

There must be continuing assessment of the individual potential so career growth and advancement can be facilitated. The assessment must begin early in life. Each person must understand capacities for development at an early age, so aspirations and decisions can be realistic from the start. The interventions to facilitate healthy career development of each individual must be implemented in planned experiences which will result in individuals being prepared for personally satisfying and socially constructive occupational roles, as well as achieving self-realization, implementing civic responsibilities, and maintaining healthy social relationships.

CHAPTER III

CONCEPTUAL MODEL OF CAREER DEVELOPMENT CONTINUUM

This chapter presents the conceptual model of the Career Development Continuum, which undergirded design of the curriculum. The development of the career development conceptual model was accomplished as a prerequisite to the design of curriculum guides to articulate career development learning experiences from Kindergarten through Grade 14. The conceptual model was developed to establish a framework for integrating career development learning experiences into the existing academic, vocational, and guidance curricula. The model is based on two assumptions: (1) that education must be relevant to the needs of the learners and conditions of the social and economic settings; and (2) that the delivery of education must be organized and implemented to optimize individual well-being and social welfare. The conceptual model implements two major premises:

. . . the potential for career development is realized by providing experiences to assist the individual to become a fully functioning person

. . . the potential for individual career development is realized by arranging a sequence of tasks and concepts to facilitate individual progress from one developmental level to another.

The conceptual model encompasses three major components: (1) areas of growth which must be developed for the individual to achieve career development; (2) sequence of experiences which must be implemented by the individual in the course of career development; and (3) components of the environment in which decisions and experiences must be implemented to accomplish a totally integrated system for achieving career development.

The areas of individual growth are expressed as the four major goals of career development. The goals are implemented in experiences of the individual interacting with the environment to achieve self and career identity. The sequence of objectives to be achieved is from awareness to exploration and preparation. The model illustrated in Figure 1 elucidates this conceptualization of a career development continuum.

Inspection of Figure 1 reveals that the individual achieves career and self-identity, becoming a fully functioning person, through a series of decisions and experiences in the school, community, home, and work/leisure settings. This is accomplished as he/she grows and develops in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. Growth and development are realized as the individual progresses through a sequence of experiences ranging from awareness to exploration and skill preparation until he/she becomes a fully functioning person. The interrelationships among the three basic components of the conceptual model are shown in Figure 1. This figure identifies three basic components essential for achievement of career development:

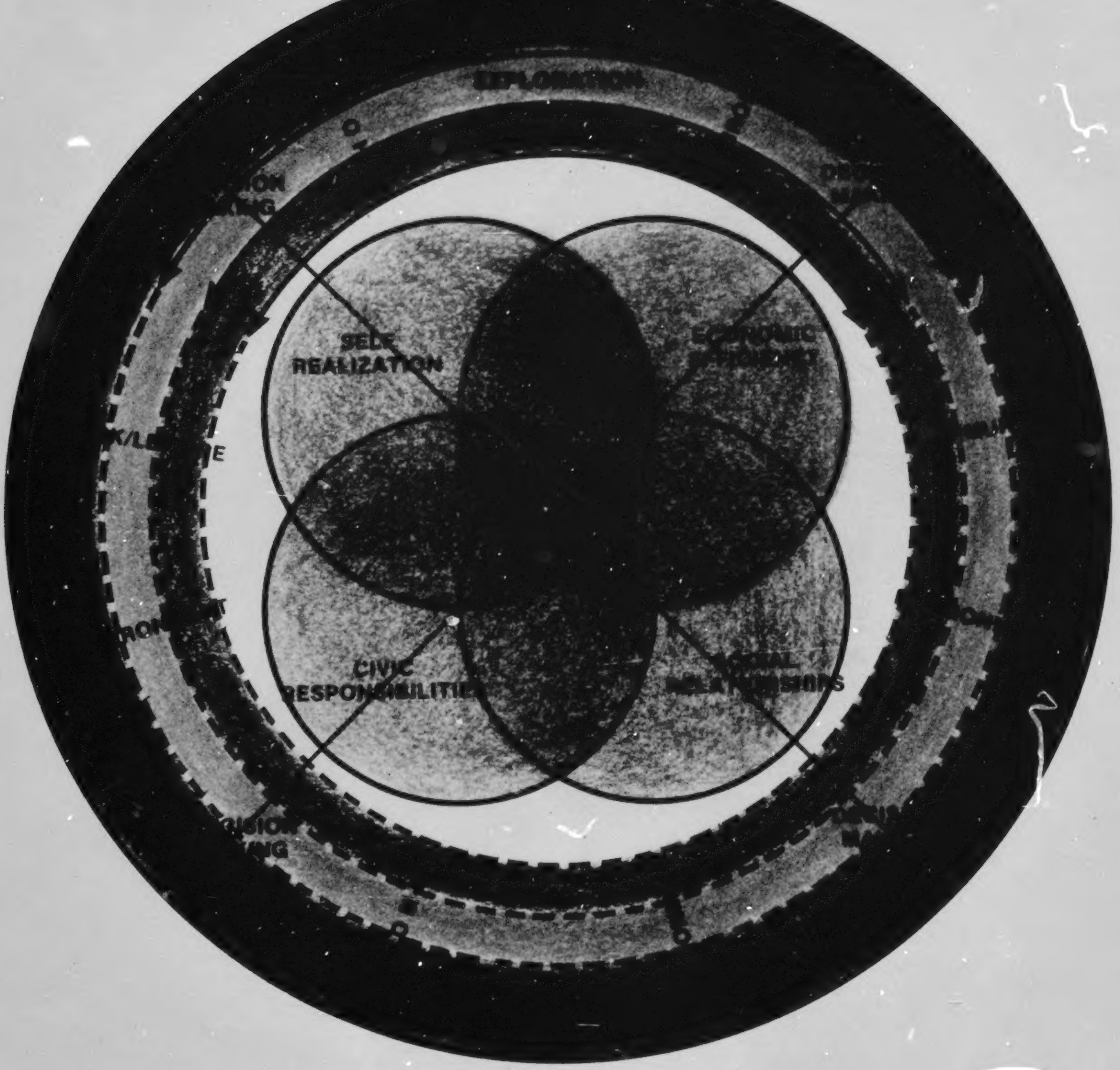


Fig. 1 Conceptual model of career development

. . . individual growth and development through

self-realization
economic efficiency
social relationships
civic responsibility

. . . an environment in which growth occurs in

home
school
work/leisure
community

. . . a sequence of experiences through

awareness
exploration
preparation-placement

Areas of individual career development

Career development is seen as the continuing growth of an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

. . . achieving self-realization through the development of communication and computation skills, personal values, goal-setting, and decision-making capabilities

. . . becoming economically efficient as producer and consumer of goods and services

. . . being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community

. . . being able to carry out civic responsibilities at work and in the community.

Sequence of career development

The individual grows and develops into a fully functioning person as he/she progresses through a sequence of awareness, exploration, and preparation and skill development in relation to the four areas of individual growth and development. The individual must first become aware of self and the environment; then must explore career opportunities and develop goal-setting capabilities; prepare for job entry, achieve technological competencies, and learn the skills of job placement. These career development dimensions are related sequentially, with career and self-awareness being prerequisite to career exploration, which, in turn, precedes preparation and placement. Awareness of self and career is achieved as the individual acquires an understanding of self and the lifestyles related to different kinds of careers. Exploration of careers is accomplished through hands-on or simulation experiences as the individual develops the knowledge, attitudes, interests, and abilities required for different kinds of occupations, develops the capabilities of goal-setting, understands risk-taking, and value structuring, and acquires the skills of decision-making. Preparation involves the development of entry level job skills and capability of planning for continuing career development. Placement involves learning the job-seeking techniques necessary for placement and upgrading.

The career development continuum is seen as a lifelong process in which each individual achieves full potential as a fully functioning person. This is accomplished through a systematic sequence of experiences and decisions resulting in the individual becoming a person capable of being economically efficient, able to be civically responsible, capable of achieving self-realization, and capable of establishing and maintaining healthy social relationships.

The continuum is realized through a sequence of career development experiences aimed at achieving the four goals, extending from K through Grade 14, involving awareness, exploration, preparation, and placement. This continuum is shown in Figure 2.

Examination of Figure 2 shows that the dimensions of awareness, exploration, preparation and placement are incorporated in learning experiences, from Kindergarten through Grade 14. The emphasis on awareness, exploration, preparation, or placement is not constant, but changes, depending on the grade level, growth of the individual, and the social situation. In general, the emphasis in Kindergarten through Grade 6 is developing career and self-awareness. From Grade 7 to Grade 9, emphasis is on career exploration and goal-setting, but awareness and preparation can be included. From Grade 10 to Grade 14, the emphasis is on preparation and placement, but awareness and exploration are included also. The conceptual model subsumes the need to provide interventions to develop, improve, and increase career and self-awareness over the entire life span of the individual. The assumption is made that the individual never reaches the stage in life when there no longer is the potential for increasing or sharpening awareness of self and career. The time of greatest potential for developing awareness, however, is in the elementary grades, when the individual is concerned primarily with the developmental tasks of middle childhood:

learning physical skills needed for ordinary games

building wholesome attitudes toward oneself

learning to get along with peers

learning an appropriate social role

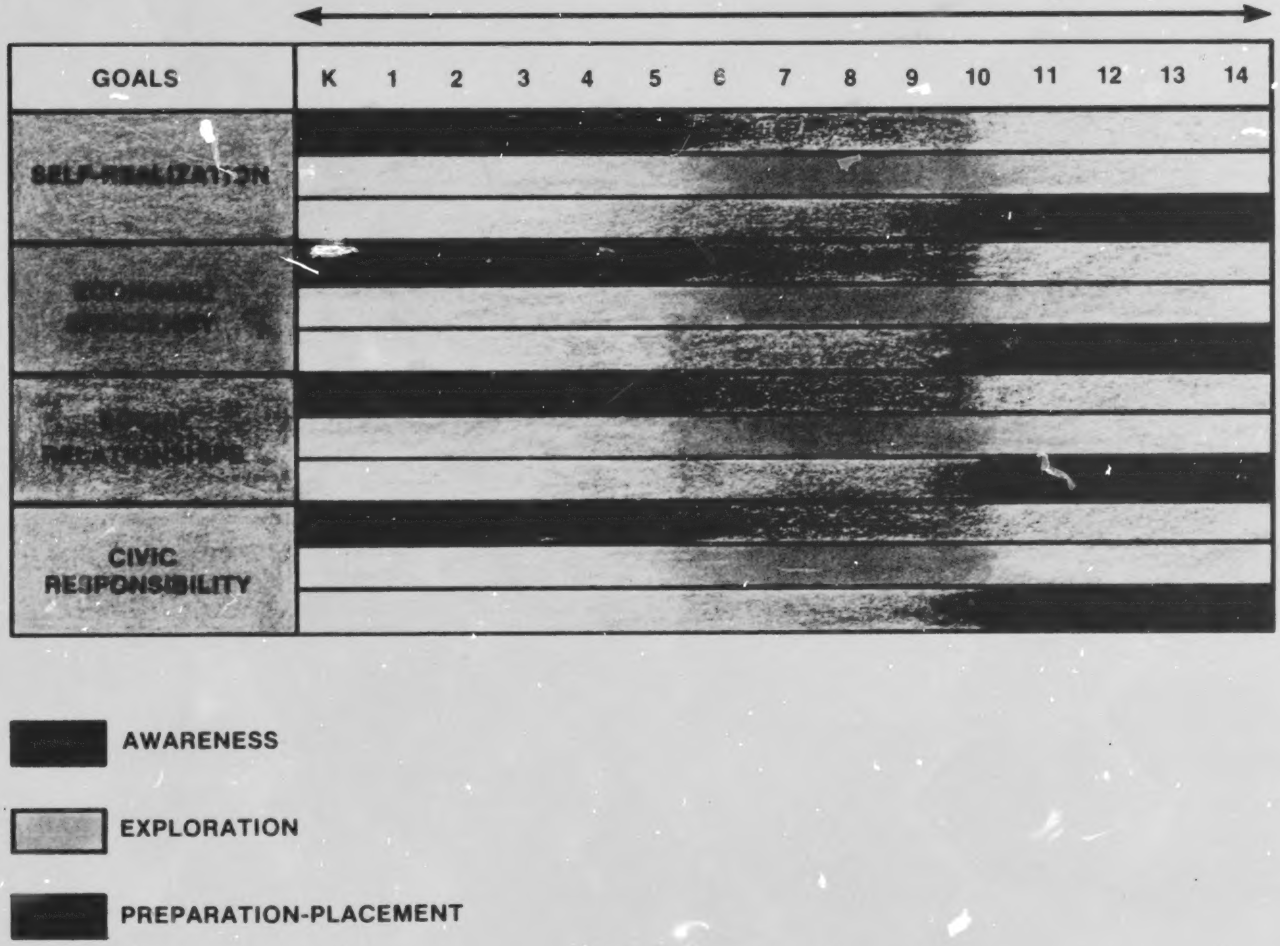


Fig. 2 Scope and sequence model of career development

developing fundamental skills in reading, writing and calculation

developing concepts needed for achieving personal independence

developing conscience, morality, and scale of values

developing attitudes to social groups and situations.

It is assumed that to some degree the goals of career development are realized through career exploration over the entire life span of an individual. It is held that even in middle childhood when the individual is concerned primarily with tasks related to development of concepts and skills for everyday living--communication, computation, interpersonal relationships--there is some opportunity for career exploration, and some initial experiences relating to goal-setting. The major emphasis, however, on career exploration and goal-setting is at the middle school grades, when the individual is concerned with the developmental tasks of preadolescence:

achieving new and more mature relations with peers of both sexes

achieving a social role

accepting one's physique and using body effectively

achieving emotional independence of parents and other adults

achieving assurance of economic independence.

It is assumed that to some degree there is a potential for development of skill proficiencies starting at an early age and continuing through the mature years. The greatest emphasis, however, on preparation for job or further education is in adolescence and early adulthood. The line between career exploration and preparation is much less definite than that which marks the transition from awareness to exploration. The needs of the individual and the social situation exert more influence at this end of the continuum than at the beginning. For the individuals who will go directly from secondary school into the world of work, preparation must begin earlier than for those who will continue schooling in college or technical school. The emphasis on preparation and placement comes at the time when individuals are concerned with developmental tasks of adolescence and early adulthood:

selecting and preparing for an occupation

preparing for marriage and family

developing intellectual skills and concepts for civic competence

desiring and achieving socially responsible behavior

acquiring a set of values and an ethical system

selecting a mate

learning to live with a marriage partner

starting a family

rearing children

managing a home

getting started in an occupation

taking on civic responsibilities

finding a congenial social group.

Career development is accomplished over a lifelong continuum as the individual realizes his/her potential and achieves career identity through development of knowledge, skills, and attitudes to implement self-realization, economic efficiency, social relationships, and civic responsibilities.

Experiences implementing career development

Career development of the person is realized through interaction of the individual with four aspects of the environment: school, home, work/leisure, and community.

Career development is a lifelong process through which the individual realizes his/her potential and achieves self and career identity. This is accomplished through a systematic sequence of planned interventions to reinforce the sequence of development along the continuum of awareness, exploration, and preparation.

The four dimensions of the environment in which experiences and decisions are implemented to reinforce career development are:

. . . school, where the individual is afforded the opportunity to participate in purposefully created and contrived experiences to bring about changes in behavior

. . . home, where the individual is afforded the opportunity to interact with members of a family and to maintain a way of life

. . . work/leisure, where the individual is afforded the opportunity to perform labor as a means of earning a living or engage in activities for the sake of personal fulfillment and enjoyment

. . . community, where the person is afforded the opportunity to interact with other individuals who share folkways, mores, taboos, rules, and laws.

Through the experiences provided in school, home, work/leisure, and community, the individual grows into a person. The individual achieves self-realization, is capable of maintaining economic efficiency, can execute civic responsibilities, and can establish and maintain healthy social relationships. The school, working in consort with the home, community, and work/leisure world, plays a key role in facilitating healthy career development.

Implementing the conceptual model in a delivery system

The delivery of career development is accomplished through planned interventions which are provided through the interfacing of instruction, administration and guidance. Formative and summative evaluation is maintained as an integral part of the delivery system to provide quality control and accountability. Vocational education, academic education, and guidance are interrelated in the common pursuit of career development of the individual. The basic philosophy of career development expostulates that:

1. career development is a lifelong continuum

2. career development follows a systematic sequence of awareness, exploration, preparation and placement

3. career development of the individual is accomplished as the individual achieves self, civic, social, and economic development and growth

4. career development is achieved through experiences and decisions which facilitate the growth and development of the individual.

These assumptions combine to define a conceptual model which, when implemented in the school setting, will result in an integrated and articulated program of instruction and guidance, Kindergarten through Grade 14. This program is designed to develop self-realization, social relationship skills, civic responsibility capability, and economic efficiency capabilities of every child in Hawaii.

The career development continuum is conceptualized as an integral part of the total educational system in Hawaii. Delivery of the career development curriculum to learners in Hawaii's schools requires joint and collaborative efforts of instructional, guidance, and administrative personnel.

Administrators can contribute to the delivery of career development to Hawaii's schools by:

1. scheduling to allow for career development

2. offering in-service and pre-service training to prepare teachers and counselors

3. budgeting to allow for materials and equipment acquisition, repair, and maintenance

4. providing facilities

5. maintaining a climate which supports career development concepts

6. coordinating with community agencies and groups.

Counselors can contribute to delivery of career development in Hawaii's schools by:

1. working with teachers to create a career development center

2. providing job placement and follow-up assistance to learners

3. cooperating in the planning and organizing of school-community programs

4. developing learner objectives, learning experiences, and evaluation methods

5. integrating learning experiences into guidance activities

6. reinforcing career development objectives and subgoals in group and individual counseling.

Teachers can contribute to delivery of career development in Hawaii's schools by:

1. designing learner objectives, experiences, and evaluation methods to achieve career development goals

2. introducing into the different subject areas experiences which will assist learners to achieve a healthy career identity and self-concept

3. allowing for individual differences by selecting objectives and tasks appropriate for the individual learner or group of learners

4. using objectives and tasks from levels in the career continuum to meet the needs of individual learners

5. providing feedback to guide revision and modification in the curriculum guides.

A model for a delivery system of career development is shown in Figure 3.

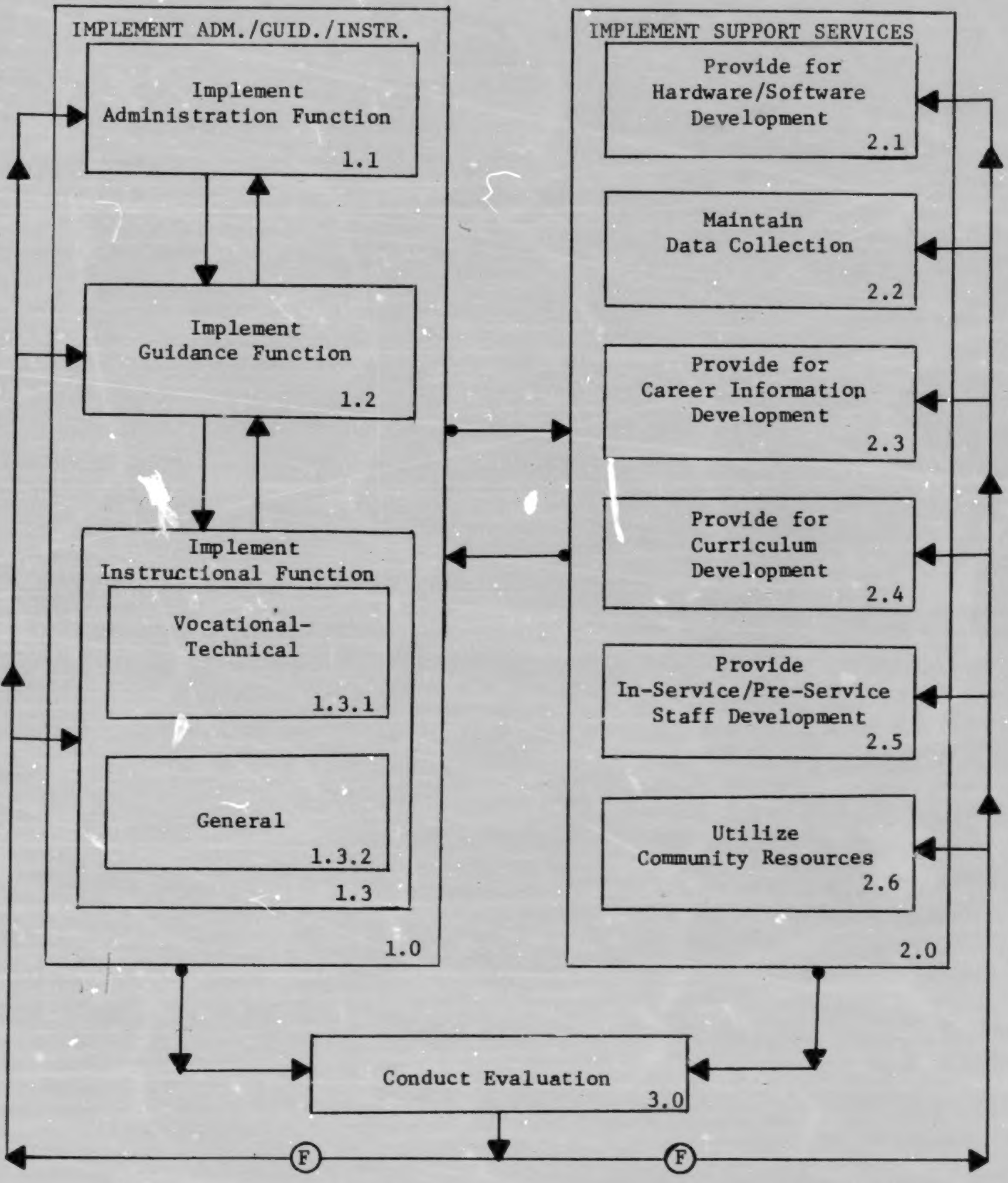

IMPLEMENT ADM./GUID./INSTR.
Implement Administration Function
1.1
Implement Guidance Function
1.2
Implement Instructional Function
Vocational-Technical
1.3.1
General
1.3.2
1.3
1.0
IMPLEMENT SUPPORT SERVICES
Provide for Hardware/Software Development
2.1
Maintain Data Collection
2.2
Provide for Career Information Development
2.3
Provide for Curriculum Development
2.4
Provide In-Service/Pre-Service Staff Development
2.5
Utilize Community Resources
2.6
2.0
Conduct Evaluation
3.0
F
F

Fig. 3
Organizational structure for the
delivery of career development experiences

Figure 3 presents a model for the organizational structure to deliver a career development continuum in Hawaii. When the delivery system is implemented in the school setting, an integrated and articulated program of instruction and guidance, K through Grade 14, is achieved.

Staff development, material development, community participants, data collection, information processing, and curriculum development are integral parts of the total system for delivering career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and realization of vocational and avocational maturity.

CHAPTER IV

GOALS, SUBGOALS, AND OBJECTIVES OF CAREER DEVELOPMENT

This chapter describes the development of goals, subgoals, and objectives of career development, and presents the model for achieving a continuum through the process of relating goals, subgoals, and objectives across levels.

A goal statement is a collection of words or symbols describing a general intent or desired outcome. A goal is a broadly defined intended outcome, such as "achieving self-fulfillment." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected outcome. Goals reflect a philosophical frame of reference and are characterized by broadness in intent and scope. A goal is a statement of general purpose. Goals are somewhat idealistic, but should not be so far removed from reality as to be meaningless.

A subgoal is a component of a goal. Each goal is made up of two or more parts. Subgoals describe in general terms the knowledge, skills and attitudes which must be achieved in order for the goal to be reached. Subgoals are expressed in general terms to describe what the person will understand, the skills that will be developed, or the nature of the attitudes or values to be acquired in order for the goal to be realized. Goals tend to describe the total person or group of persons; subgoals refer to the psychomotor, affective, or cognitive dimensions of an individual or particular group of individuals.

Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned interventions. Behavioral objectives are written in terms which can be evaluated, and specify the criteria of effectiveness. A behavioral objective must:

. . . identify and name the desired behavior
. . . describe the conditions under which the behavior will take place
. . . specify limitations or constraints
. . . specify acceptable levels of performance.

The conceptual model prescribes the goals for career development. There are four goals which must be achieved for an individual to become a fully functioning person:

. . . becoming capable of achieving self-realization
. . . becoming capable of maintaining economic efficiency as a producer and consumer
. . . becoming capable of establishing and maintaining healthy social relationships
. . . becoming capable of executing civic responsibilities.

The goal of self-realization is the development of knowledge, skills, and attitudes or values to make an individual the person he/she is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and decision-making capability. Achievement of self-realization involves development of communication and computational skills, acquisition of basic knowledge about health, and generation of feelings of self commensurate with potential abilities. Self-realization involves mastery of basic skills in reading, writing, speaking, listening, and mathematics.

The goal of economic efficiency is the development of knowledge, skills, attitudes or values to make an individual a person capable of managing home and family affairs and supporting self and dependents at a living standard above the poverty level in a manner contributing to individual well-being and social welfare. Achievement of economic efficiency involves developing the skills required to be an effective producer and consumer of services and goods, and the capability of benefiting from avocational pursuits. This goal subsumes the development of knowledge, skills, and attitudes required for getting and maintaining gainful employment and the management of income for the welfare of the person and dependents. It also involves productive management of time devoted to avocational interests.

The goal of civic responsibility is the development of knowledge, skills, attitudes or values to make the individual a person capable of contributing in an organized, lawful way to the welfare of the group. Civic responsibility means achieving an awareness of and participation in neighborhood and local community issues and affairs, awareness of political issues and laws of the land at local, state, national, and international levels, and respect for the rights and property of others in school, community, home, and work-leisure settings.

The goal of social relationships is the development of knowledge, skills, attitudes or values to make an individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. The goal subsumes the development of interpersonal and interrelationship skills needed to function effectively in the home, community, school, and work-leisure settings.

For each of the goals, a set of subgoals has been defined. The major goals and subgoals are shown in Table 1.

Table 1

Major Goals and Subgoals

Goals	Subgoals
Self-realization:	1. Acquire skills of self appraisal. 2. Develop awareness and understanding of self. 3. Develop understanding of decision-making process. 4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting. 5. Develop understanding of the relationship between work and life style. 6. Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.
Economic Efficiency:	1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions. 2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual. 3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people. 4. Develop understanding that new occupations develop in response to needs of society. 5. Develop employability skills. 6. Develop understanding of the relationship between education and work.
Civic Responsibility:	1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, in the community. 2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals. 3. Develop understanding of importance of rules in society. 4. Develop understanding of relationship between responsibilities and rewards in work and leisure. 5. Develop capabilities for making effective use of resources and understand relation of environment to work. 6. Develop ability to participate in various kinds of civic groups.
Social Relationships:	1. Develop interpersonal skills. 2. Develop understanding of social roles. 3. Develop understanding of cooperation. 4. Develop understanding of community workers. 5. Develop appreciation for flexibility and adaptability in social relationships. 6. Develop understanding of interrelatedness of occupational roles.

Inspection of Table 1 reveals that the same subgoals are implemented at each level of the continuum. It is this repetition of subgoals which insures articulation across grade levels.

Each subgoal is translated into a set of learner objectives, against which the teacher or counselor can compare the outcomes to determine effectiveness of the learning experiences. The objectives are designed to take into account the need for the learner to progress through the stages of awareness and exploration to skill preparation and placement. The learner objectives specify knowledge, skills, and attitudes to be developed, reinforced, and strengthened to realize career development. The objectives in Part II of the curriculum guide are generally stated learning outcomes. These expected outcomes must be expressed as behavioral objectives,since the effectiveness of the learning tasks can be determined only if evaluation is criterion referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints in the situation and the characteristics of the learners. Since the curriculum guides will be used by teachers and counselors in different school settings, the definition of behavioral objectives will need to be done by the teachers and counselors, taking into account the learner characteristics, environmental conditions, resources, and constraints in the particular school setting. The teacher or counselor should convert each learner objective into a behavioral objective. Each definition of a behavioral objective should include: (1) operational description of the behaviors to be developed; (2) the conditions under which the desired behaviors will be demonstrated; (3) limitations and constraints; and (4) criteria for acceptable performance.

Each behavioral objective developed by teacher or counselor should pass a quality test. Ryan (1973) developed and described a SPAMO quality test for behavioral objectives. This test requires that each objective satisfy five criteria in order to be of the desired quality to provide a basis for accountability. The criteria are: (1) Specificity; (2) Pertinence; (3) Attainability; (4) Measurability; and (5) Observability. An objective is specific if it is expressed in terms clear and precise rather than being vague or ambiguous. It is pertinent if it is relevant to the learners and the setting. Any objective which cannot be shown to be important for career development is not pertinent. An objective is attainable if it is within the realm of possibility for the particular group of learners and the situation. An objective is measurable if procedures for quantifying the desired outcomes are available. An objective is observable if the desired outcomes can be seen either directly or inferred on the basis of behaviors that can be seen. The learner objectives included in Part II of the curriculum guide are intended to be suggestions. They were developed outside the context of any particular school. They must be converted to behavioral objectives which are appropriate for a particular school setting.

The relationships among goals, subgoals, and objectives are shown in Figure 4.

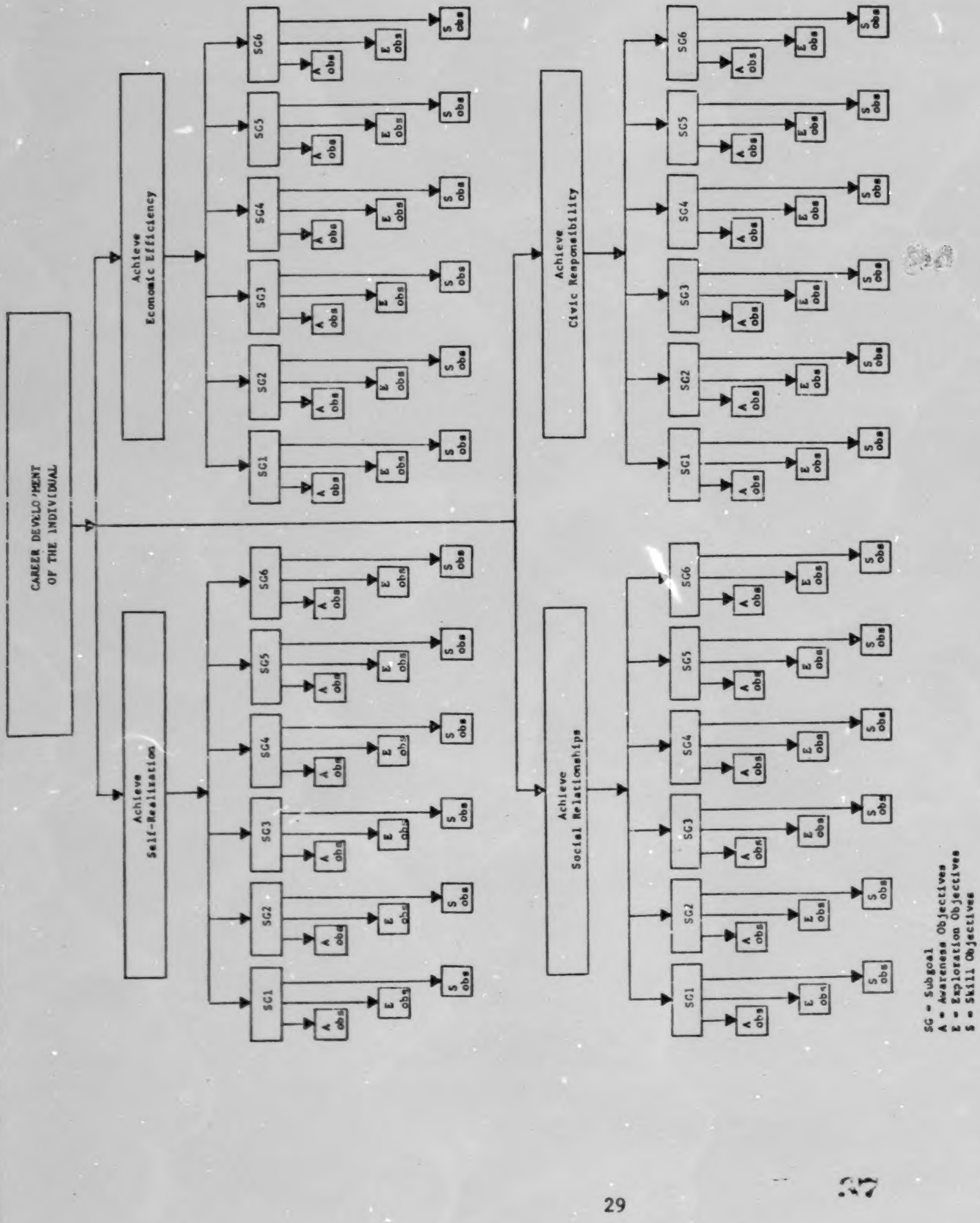

CAREER DEVELOPMENT OF THE INDIVIDUAL
Achieve Self-Realization
Achieve Economic Efficiency
Achieve Social Relationships
Achieve Civic Responsibility
SG1
SG2
SG3
SG4
SG5
SG6
A obs
E obs
S obs
SG = Subgoal
A = Awareness Objectives
E = Exploration Objectives
S = Skill Objectives

Fig. 4 Hierarchy of goals, subgoals, and objectives to achieve career development of the individual

Examination of Figure 4 reveals that within each of the four major goal areas of career development, basic concepts have been identified by the subgoals which must be achieved. The subgoals represent broad areas of learning which must be mastered to develop the knowledge, skills, and attitudes implementing self-realization, economic efficiency, social relationships, and civic responsibility. These four goals are the foundation of the career development model. It can be seen that subgoals are converted into learner objectives relating to awareness, exploration, and preparation. The way in which the goals and subgoals are converted into a sequence of related objectives to establish a continuum of career development is shown in the charts on pages 31 to 41.

Examination of the charts on pages 31 to 41, which depict the relationships among goals, subgoals, and objectives, shows the way in which the continuum of career development is accomplished through implementation of learning experiences to achieve a sequential set of objectives related to a single subgoal. It is expected that learning experiences will be implemented in the early grades to develop awareness in relation to self-realization, economic efficiency, social relationships, and civic responsibility. In the middle grades, related objectives will focus on exploration, and in the upper levels, the related objectives will emphasize skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives appearing in the four curriculum guides are related.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	1. Each learner will be able to list or describe three personal attributes.			
	2. Each learner will be able to tell the subject matter areas in which his/her performance is above average.	1. Each learner will be able to describe his/her performance in each subject matter area.	1. Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.	1. Each learner will be be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.
	3. Each learner will be able to give an example of personality variables about himself/herself.	2. Each learner will be able to list or describe three personality variables about himself/herself.	2. Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	2. Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.
	4. Each learner will be able to list or describe one unique personal characteristic.			

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
2. Develop awareness and understanding of self.	1. Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	1. Each learner will be able to list or describe one personal strength and one personal weakness. 2. Each learner will be able to describe a method of strengthening a personal weakness. 3. Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	1. Each learner will know ways of improving his/her behaviors and attitudes. 2. Each learner will gain knowledge of his/her likes and dislikes and strengths and weaknesses.	1. Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers. 2. Each learner will be able to describe the meaning of maximizing one's potential.
3. Develop understanding of decision-making process.	1. Each learner will be able to give an example of making a decision.	1. Each learner will be able to list or describe the steps involved in making a decision.	1. Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living. 2. Each learner will be able to name factors that influence a career choice.	1. Each learner will be able to accept responsibility for his/her decisions. 2. Each learner will be able to list and rank-order criteria for his/her career.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		1. Each learner will be able to list or describe sequence of career development. 2. Each learner will be able to list two occupations in which he/she is interested. 3. Each learner will be able to list two occupations in which he/she has no interest.	1. Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning. 2. Each learner will be able to tell the value and consequences of several career choices open to him/her.	1. Each learner will be able to assume responsibility for making a career choice. 2. Each learner will be able to show what is required for placement in post-secondary employment, further education, or both.
5. Develop understanding of the relationship between work and life style.	1. Each learner will be able to give an example of the way work relates to the way one lives. 2. Each learner will be able to give an example of the way in which his/her attitudes relate to school performance. 3. Each learner will be able to tell how his/her study habits relate to school success.	1. Each learner will be able to list or describe ways in which working relates to the way one lives. 2. Each learner will be able to list or describe ways in which his/her attitudes relate to school performance. 3. Each learner will be able to list or describe ways in which his/her study habits relate to school success.	1. Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred life style may influence one's occupational choice. 2. Each learner will be able to identify different personal characteristics which affect performance in a job or hobby. 3. Each learner will be able to describe the way in which volunteer services affect life style.	1. Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs. 2. Each learner will be able to derive satisfaction from work/educational experiences. 3. Each learner will be to list or describe the way changes in life style are caused by occupational advancement.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	1. Each learner will be able to describe or define ways in which he/she is different from other persons. 2. Each learner will be able to list one difference between himself/herself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.		1. Each learner will know of existing and changing values of various ethnic and religious groups. 2. Each learner will be able to understand and appreciate unique values and standards of cultural groups. 3. Each learner will be able to identify five ways in which people differ.	1. Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons. 2. Each learner will be able to show self-insight by stating ways in which he/she differs from others.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.	1. Each learner will be able to list or describe types of workers in the community. 2. Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.	1. Each learner will be able to list or describe types of workers in the community or in the school. 2. Each learner will be able to list or describe two ways to classify occupations.	1. Each learner will be able to identify contributions of the community workers, and classify them into the following categories: working with data, and working with people.	1. Each learner will be able to describe one job and name one occupational cluster.
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	1. Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	1. Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	1. Each learner will be able to identify ten community workers who contribute to the dignity of the individual.	1. Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoal	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	1. Each learner will be able to tell how one worker in the school contributes to the good of society. 2. Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area. 3. Each learner will be able to list or describe three personal reasons why people work.	1. Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society. 2. Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city, state or nation. 3. Each learner will be able to describe or participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two contributions that workers make to society. 2. Each learner will be able to develop appreciation for economic rewards from work.	1. Each learner will be able to explain how one's service contributes to the community. 2. Each learner will be able to describe economic implications of career decisions.
4. Develop understanding that new occupations develope in response to needs of society.	1. Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family existence.	1. Each learner will be able to list three occupations which have developed within his/her lifetime. 2. Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	1. Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations. 2. Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.	1. Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop employability skills.	1. Each learner will be able to give an example to show two factors necessary for job success.	1. Each learner will be able to list three factors necessary for job success.	1. Each learner will be able to describe two employability skills.	1. Each learner will be able to list skills adequate for job or educational entry in an area of interest. 2. Each learner will develop the capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	1. Each learner will be able to list one occupation which requires high school education, one which requires college, and one which required specialized education. 2. Each learner will be able to list or describe occupation which require a specific content, e.g. mathematics as a necessary knowledge.	1. Each learner will be able to list or describe the educational needs related to a specific occupation. 2. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	1. Each learner will be able to list two values of getting prerequisites educational preparation before job entry or job change.	1. Each learner will be able to list the educational requirements for a specific job.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	1. Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.	1. Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.	1. Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	1. Each learner will be able to describe the importance of interpersonal relationships. 2. Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.
2. Develop understanding of social roles.	1. Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	1. Each learner will be able to describe the role of one significant adult.	1. Each learner will be able to describe ways that social roles are valuable to him/her.	1. Each learner will be able to describe various social roles related to groups of which he/she is a member.
3. Develop understanding of cooperation.		1. Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	1. Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort. 2. Each learner will be able to value cooperation as a means to progress.	1. Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		1. Each learner will be able to describe two occupations which contribute to other occupations.	1. Each learner will be able to describe ways in which occupations are interrelated.	1. Each learner will be able to list and describe occupations in the Public Service cluster.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop appreciation for flexibility and adaptability in social relationships.	1. Each learner will be able to list two feelings his/her father or mother has about his or her work.	1. Each learner will be able to describe or define work in two different ways.	1. Each learner will be able to describe ways in which one member can adapt to facilitate group action.	1. Each learner will be able to describe ways in which he/she has altered a social role over a period of time.
			2. Each learner will be able to accept the value of change.	2. Each learner will realize that a variety of roles contribute to his/her development as a person.
6. Develop understanding of interrelatedness of occupational roles.	1. Each learner will be able to give an example of one job which contributes to or is related to another job.	1. Each learner will be able to describe one job which contributes to or is related to another job.	1. Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.	1. Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	1. Each learner will be able to give an example of one way in which work requires responsibility.	1. Each learner will be able to list or describe ways in which work requires responsibility.	1. Each learner will be able to show that individual responsibility is related to the success of a group project.	1. Each learner will be able to show that he/she knows the responsibilities which he/she has to the society in which he/she lives.
2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.	1. Each learner will be able to participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two ways in which the environment in which he/she lives relates to career and civic groups.	1. Each learner will be able to state advantages and disadvantages of participation in civic groups.	1. Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	1. Each learner will be able to list rules for a group of which he/she is a member.	1. Each learner will be able to list or describe responsibilities of the adult citizen.	1. Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.	1. Each learner will be able to show that he/she knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	1. Each learner will be able to give an example of the rewards, other than money, which are related to working.	1. Each learner will be able to list or describe rewards, other than money, which are related to working.	1. Each learner will be able to describe two ways in which work is of value.	1. Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.

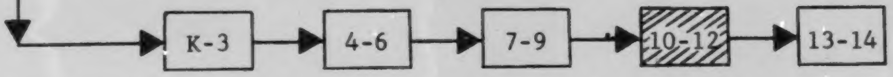
Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		1. Each learner will be able to list or describe the relationship of the environment to a particular job.	1. Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	1. Each learner will be able to list or describe the relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	1. Each learner will be able to describe ways in which participation in a group helped him/her.	1. Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.	1. Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	1. Each learner will be able to relate the value of cooperative efforts to the achievement of goals for common good.

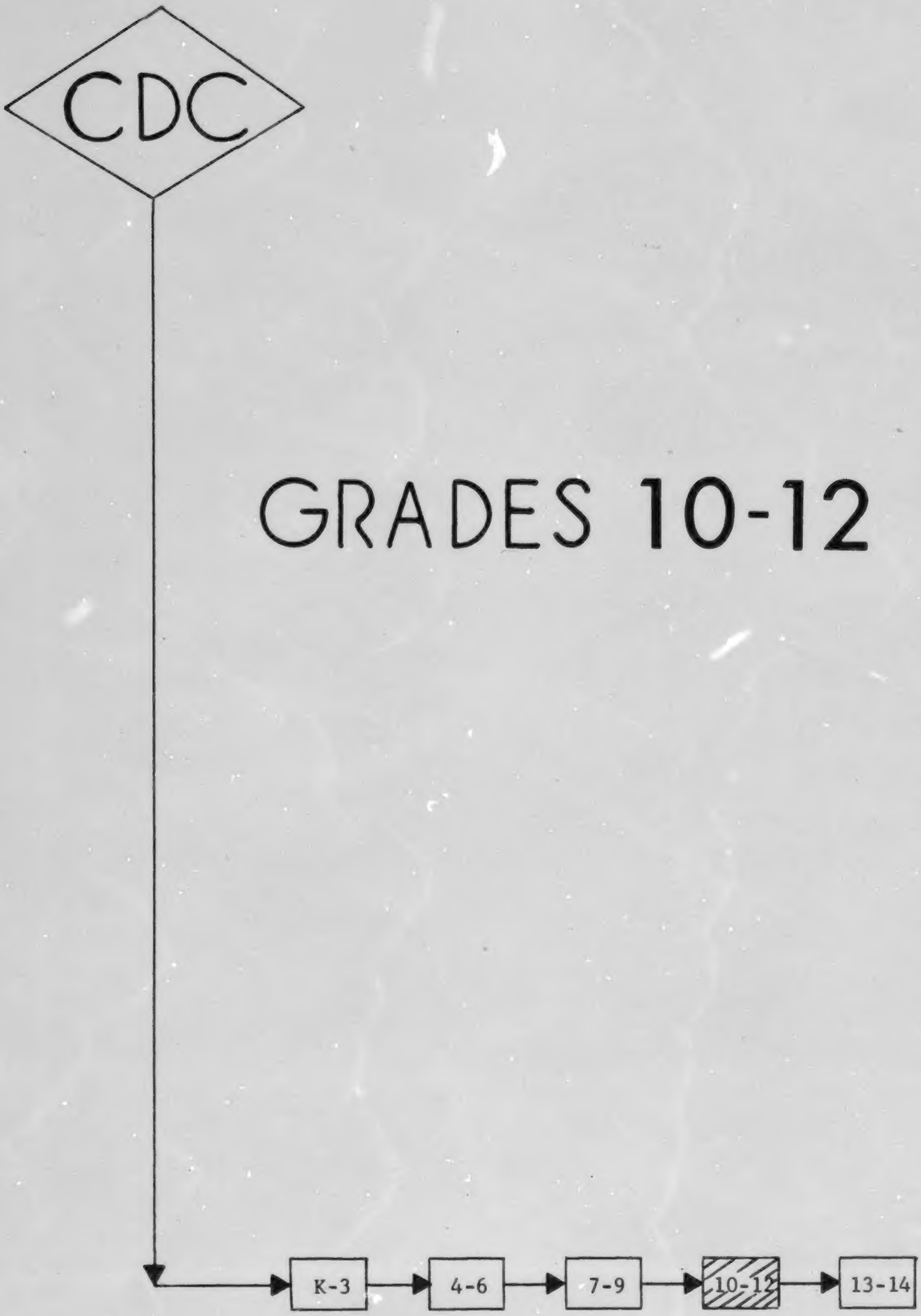
PART II

LEARNING EXPERIENCES

This part of the guide contains the set of objectives, learning experiences, and evaluation procedures for the given grade levels. The objectives are sample objectives and the learning experiences are suggested tasks, materials, and equipment. Suggestions are given to indicate the class or settings in which the learning experiences might be used.



GRADES 10-12



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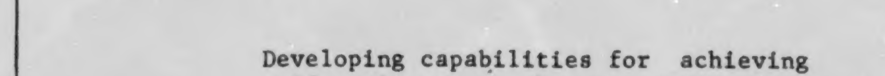
GRADES 10-12

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision-making



GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.

Learning Experiences

LEARNING EXPERIENCE A: (Business Education - Typing) P

(printed matter containing technical copy)

1. Provide various printed matter containing technical copy--aerospace, medical, scientific, engineering, or mathematical. Have learners realize that in many cases they might consider jobs that involve highly technical language.

2. Have learners discuss what a typist or secretary might do in such a job--whether it would be better to look up the words and gain some understanding of the technical language, or just type what comes.

(Adapted from Career Education Resource Guide, p. 238, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Home Economics, Industrial Education, Business Education) P

(duplicating facilities and paper, newspapers, "Kupau Speaks for Labor," by J. Chun, Jarrett Intermediate)

1. Duplicate a checklist of the following occupation-related words: interest, aptitude, vocation, seasonal work, automation, white-collar job, blue-collar job, remuneration, fringe benefits, avocation, contract, apprentice, wages, salary, trade, compensation, wholesale, retail, job description, promotion, demotion, semiskilled, bonus, and commission. Have learners go over the words to make sure they are familiar with them all.

2. Have learners make a list of vocabulary words associated with the occupation of their choice. Check this list and suggest additions.

3. Have learners look in the classified section of the newspaper under the "help wanted" section for words associated with their occupational choice.

4. Have learners listen to the tape, "Kupau Speaks for Labor," by J. Chun.

   (Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 108, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (Mathematics) P

(films on mathematics-related careers, for example: Career Planning and Vocational Guidance, Popular Science Audio-Visuals)

1. Have learners view a filmstrip on mathematics-related careers.
2. Have learners discuss the new occupations which have been opened by the widespread use of computers. Have learners cite ways in which mathematics skills are used.
3. Present some of the special computer languages which computer workers use. Have learners understand the reasons for use of such special languages as FORTRAN.

LEARNING EXPERIENCE D: (English) P

1. Have learners role play a situation like the following: an individual has to convey a rather complicated situation to three people; father, teacher, and best friend. Have learners compare the language used in the three situations and generalize about the differences. Have learners observe that they use the most slang with each other, the most formality with the teacher, and that other subtle changes of language pattern are dictated by situation.
2. Have learners give reasons why different vocabulary and style is necessary for communicating in different situations.

LEARNING EXPERIENCE E: (Home Economics. Industrial Education) P

1. Explain to the class that part of learning an employment skill is learning a new and specialized vocabulary related to the skill. Have learners name new terms they are adding to their vocabularies, such as names of tools, processes, and materials.
2. Have learners keep notebooks of specialized vocabulary words.

Evaluation

Teacher-made test. Learners will rate themselves on their communication skills in relation to the requirements for five occupations.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.

Learning Experiences

LEARNING EXPERIENCE A: (Business Education, Home Economics, Industrial Education) P

1. Have learner, in counseling interview, devise a career contract. The goals of the contract are the following:
    a. examine and synthesize goals and values;
    b. become aware of the forces and events that influence decisions;
    c. test tentative decisions through a variety of tryout experiences--on the job, as volunteers, and through directed observation;
    d. use the many resources available to obtain specific information about post high educational and work options.
2. Have learners periodically review and revise their contracts.

    (Adapted from "A Model for Career Development Through Curriculum," by L. Sunny Hansen, Personnel and Guidance Journal, Volume 51, No. 4, December, 1972, p. 248)

LEARNING EXPERIENCE B: (English) E

(filmstrips or tapes dealing with choosing a career, for example: "How to Make a Career Decision," Essential Education; "Exploring the World of Work, Park I," Society for Visual Education; "Careers Unlimited: Choosing a Career" and "Careers Unlimited: Selecting a Vocation," Guidance Associates; "Life Career Game," Palo Alto Unified School District)

1. Have learners view filmstrips or listen to tapes dealing with choosing a career and have learners play the "Life Career Game."
2. Have learners interview a personnel officer from a company or agency they may wish to be employed by.

3. Have learners read employment opportunity bulletins posted at public libraries and list those for which they think they might qualify.

4. Have learners list the educational or training requirements needed for their career choice and where it can be achieved.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 110, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (Business Education, Industrial Education, Home Economics) E

(career reference materials, for example: a) Encyclopedia of Careers and Vocational Guidance, Doubleday and Co., Inc.; b) Occupational Outlook Handbook, Superintendent of Documents; c) Dictionary of Occupational Titles, U. S. Government Printing Office; d) Handbook of Job Facts, Science Research Associates; e) "Occupational Profiles," Johnson Publishing Co.; f) A Guide to Occupations in Hawaii, Career Information Center)

1. Have learners use available references to investigate several jobs they are interested in. The list should include:

   a. nature for work
   b. where employed
   c. training required
   d. qualifications
   e. employment outlook

2. Have learners define job families and job levels--unskilled, semi-skilled, skilled, technical, professional. Have learners identify the characteristics, training needed, and qualifications for each level. Have learners discuss factors influencing level of job at which individuals work or which they select as goals.

3. Have learners classify jobs according to the education needed.

4. Have learners invite a representative from the state employment service or chamber of commerce to discuss employment opportunities and the need for qualified personnel in Hawaii.

(Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, p. 26, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE D: (Social Studies, Industrial Education, Business Education, Home Economics) E

(Post High School Occupational Training Opportunities in Hawaii Public Institutions, 1972-1973, Occupational Information and Guidance Service Center University of Hawaii)

1. Have learners read the brochure, Post-High School Occupational Training Opportunities in Hawaii Public Institutions, 1972-1973.

2. Have learners discuss opportunities and programs which interest them. Have learners invite admissions officers from the programs in which they are interested. Have learners prepare questions about the training programs, the requirements for them, and the placement opportunities for graduates.

LEARNING EXPERIENCE E: (Home Economics, Business Education, Industrial Education) E

("What You Should Know Before You Go to Work" and "Getting and Keeping Your First Job," Guidance Associates, or similar available films)

1. Have learners view and discuss the films, "What You Should Know Before You Go to Work" and "Getting and Keeping Your First Job."

2. Have learners invite a personnel director from an industry related to the course to discuss the personal attributes looked for in hiring people as well as the needed educational qualifications.

3. Have learners relate in writing a discussion of personal factors and personal educational or training needs as related to their career choices.

(Adapted from K-12 Guide for Integrating Career Development into Local Curriculum, pp. 43-44, Charles A. Jones Publishing Co., Worthington, Ohio)

LEARNING EXPERIENCE F: (Science) E

(films/filmstrips on science careers for example, "Technicians," Doubleday Multimedia)

1. Have learners view a film on science-related occupations.

2. Have learners name and research careers in science in which they have an interest. Have learners discuss if they can afford the time and money it may take to achieve their career choice.

LEARNING EXPERIENCE G: (English) E

(pens, papers, duplicating facilities)

1. Have learners compile a career information newspaper about their community. Each learner will select a career which is of interest, or for which he/she has already made preparations. Each will prepare a feature article about the career, including education required, opportunities in the community, approximate pay, thumbnail sketch of accompanying lifestyle, and other fringe benefits of the chosen career.
2. Have learners seek help in writing their articles from workers in the community by conducting interviews.
3. Have learners read the compiled newspaper and find out more information about careers of interest to their classmates. Hold class discussion for exchange of questions and answers.

Evaluation

Observation. Each learner will complete a written career plan, setting forth his/her profile of interests, aptitudes, and abilities.

Level 10-12

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 1: Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Education) P

(paper, pens, Bulldozer by Meader, Stephen W., Harcourt Brace Jovanovich, Inc.)

1. Have learners read Bulldozer, a novel about a boy just out of school who finds an old sunken tractor while out fishing. The boy repairs the tractor and develops his own business around the machine. At the conclusion of the book, the boy is awarded a contract over an unscrupulous and wicked competitor.

2. Have learners relate what they have learned from the novel about the job activities of building contractors and truck drivers.

3. Have learners describe the personal characteristics of the main character and state how they contribute to his business success.

4. Have learners research and list business opportunities afforded by the skill they are studying.

LEARNING EXPERIENCE B: (Social Studies) E

(Interest Inventory Test, Kuder Preference Record, "The Use of Interest Inventories," by E. Chong, Jarrett Intermediate)

1. Have learners take the Interest Inventory Test.

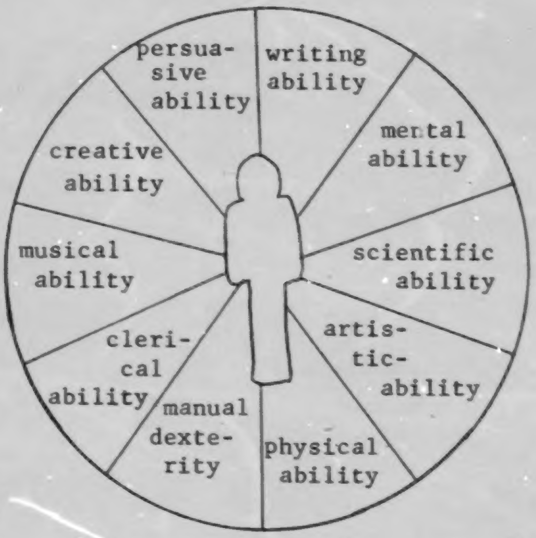
2. Have learners take the Kuder Preference Record. After taking and obtaining results of the Kuder Preference Record, learner will identify his/her highest interest area and list all the jobs he/she can think of which would fit into this area.

3. Have learners listen to the tape, "The Use of Interest Inventories."

LEARNING EXPERIENCE C: (Art) P

(resource guides, occupational reference books, art materials)

1. Have learners discuss the native abilities an individual might have, and group the abilities into categories. Have learners develop a chart or bulletin board illustrating this range of abilities. Have learners adapt the arrangements shown or devise one of their own.



Persuasion				
Physical				
Musical				

2. Divide class into small research teams, one for each ability the learners have identified. Suggest that each team develop a collage or mural of occupations for which the ability they are researching is a requisite.

3. When all committees have completed their assignments, have class review and evaluate the selections. Have learners discuss the diversity of occupations in each category. Have learners take note of occupations in each category that are ambiguous and occupations that require various combinations of abilities.

4. Have learners turn the conversation to the frequent necessity for compromise between needs and goals in selecting a career and to the natural sense of insecurity that such indecision can create.

5. Have learners make private evaluations of their own abilities and interests, and check their personal ideas about possible career goals against the chart. Emphasize that the chart is only a tool and far from complete. Have learners who are worried because their abilities and goals do not seem to fit, talk privately with a counselor or research their career goals more carefully. Allow individuals to alter the chart to reflect their personal circumstances.

LEARNING EXPERIENCE D: (English) E

(reference books, poems, paper, pens)

1. Collect books, articles, short stories, and poems about real and fictitious people who have conspicuous natural talents (mathematical, musical, linguistic, scienctific, or oratorical, for example). Have learners discuss the ways in which these people used or neglected their talents.

2. Have learners devise imaginary people--peers in age group--who exhibit the same or different natural talents. Have learners write lifestyle profiles for each imaginary person and speculate about career opportunities for each.

3. Have learners adapt this experience to the evaluation of career directions that handicapped persons might select.

4. Have learners emphasize, in discussion, that every occupation requires particular knowledge, abilities, attitudes, and talents.

(Adapted from *Career Education Resource Guide*, p. 166, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE E: (Social Studies, English) P

(reference books on occupations, materials for making charts)

1. Have learners think back over their lives and jot down names of persons they admired, wanted to imitate, thought of as hero or heroine. Learners should include individuals they know personally, both adults and peers; individuals they know about through television, movies, books, and observation; and fictitious characters in novels and cartoons.

2. Have each learner develop a list of personal qualities he/she finds attractive, amusing, awe-inspiring, appealing in the individuals selected. Have learners develop a tally system to determine how many of the heroes and heroines shared the same qualities.

3. Divide learners into groups to compare their lists of personal qualities, and develop a composite master sheet on which qualities are listed in order, from most-often-mentioned to least-often-mentioned. Have each group make a copy of its master sheet for use with the entire class later.

4. Have each group use as many qualities from the final list as possible and create a fictitious man and a fictitious woman. Have groups develop a cartoon strip, a series of overhead projection slides, or a short skit as a means of introducing the fictitious individuals and their qualities to the class. After the presentations, have learners hold a popularity contest, and vote for their favorite heroes and heroines.

5. Have learners role play their characters in a variety of work situations. Have learners act and react in ways that demonstrate their characters' personal qualities. The work situations selected should be familiar to the class, yet have a problematical twist. For example:

   A toy manufacturer who has always let his 6 employees do their own thing and make one of a kind items is about to go bankrupt. His competition is mass producing toys, selling the products for less, and getting rich on volume rather than quality. The near-bankrupt manufacturer informs his employees that they will switch over the assembly line production methods next week. What happens?

   Four executives (two of whom are women) of a large cannery meet to discuss a petition by a women's lib group that the company supply a free day-care center for employees' pre-school children. The project would be tremendously expensive, since 3/4 of the employees are women, and 2/3 of them have very young children at home. What happens?

   During a national economic slump, a group of individuals who held prestige jobs and who were used to being boss in their field suddenly find themselves out of work. In a role play situation, they hold a meeting to take stock of each other's experiences, abilities, and talents, discussing the various jobs they formerly held, and to try to form a business together. After they select a business project, they negotiate the division of labor. Who will perform secretarial duties? Who will handle finances, advertising? Who will hold the top management position?

6. Following each role play situation, have the class evaluate the attributes of each character. What attributes enabled the person to function well in the group? What attributes seemed inappropriate or a hindrance in this situation?

7. Combine the master sheets developed by the groups into one long evaluation sheet. Have learners rate themselves on the listed qualities.

(Adapted from Career Education Resource Guide, pp. 189-190, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE F: (Social Studies) E

(paper, pens)

1. Have learners choose one or more fictional or historical characters who would be unique if they were alive today.

2. Have learners develop an employability profile for each character, based on the evidence in what they have read. Have each learner work independently, though several may select the same character. Have the class compare ideas.

3. Have learners use the same procedure--individual speculation followed by group interaction--to select two or three satisfactory jobs for each character.

4. Have learners divide into small groups and create a lifestyle for each character--a fitting place to live, hobbies to follow, clubs he/she might belong to, opinions he/she might hold on contemporary issues, and actions he/she might take.

(Adapted from Career Education Resource Guide, p. 200, 1972, General Learning Press, Morristown, New Jersey)

Evaluation

Teacher-made test, essay. Learners will write, in a 45-minute class period, an essay about a career in which they are interested. They will state what personal characteristics or talents are of value in suiting a person to this occupation, and what external influences or events might lead one to consider this occupation, and what, if any, relation there is between these external influences and the personal characteristics. Criterion of acceptability determined by teacher.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 2: Each learner will be able to describe the meaning of maximizing one's potential.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(biographies and encyclopedias, or World Landmark records about famous people, Imperial Film Corporation)

1. Have learners make a study of famous figures from history or politics who have made the fullest use of their potential by making changes in the course of events. Have each learner choose one person and present a report to the rest of the class about this person. Have learners prepare reports, using teachers, counselors, and outside resource persons, films, tapes, or records in preparing their presentations. The focus of the study should be on how the persons under consideration made full use of their endowments, and how they rose to overcome adversity. Examples of individuals who used their powers and talents for good or ill include:

   King Kamehameha
   Winston Churchill
   Napoleon
   William the Conqueror
   Sir Walter Raleigh
   Adolph Hitler
   Sun Yat-sen
   Joan of Arc
   Ben Gurion
   Catherine the Great

2. Have learners identify, in class discussion, after presentation of reports, the elements of human potential that one can choose to exploit or ignore.

LEARNING EXPERIENCE B: (Industrial Education, Business Education, Home Economics) E

1. Have learners create role play situations related to the course work on the theme, "Why Work?" Example: Two learners portray a person who could well afford to retire but who does not want to, and a person who would love to retire but cannot.

2. Have learners consider the question, "Why might a person who has plenty of money and who does not need to work want to work anyway?"

3. Have learners scan the employment section of the newspaper and select three jobs that offer the same salary. Have learners discuss how and why they would select one job over the others.

4. Have learners consider the use of human potentiality in choosing a career, regardless of its financial rewards.

(Adapted from Career Education Resource Guide, p. 168, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (English) E

(Differential Aptitude Test)

1. Have learners discuss ways in which they think they can best fulfill their own potential, considering that the first step is to assess realistically what their potential is.

2. Have learners take the Differential Aptitude Test. Discuss the results in individual conferences with the learners.

3. Have learners invite employers and personnel workers to discuss with the class various aptitudes needed in their particular assignments.

4. Have learners write a short statement relating the use of aptitude testing to the fulfillment of human potential.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 93, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE D: (Home Economics, Business Education, Industrial Education) P

(paper, pens)

1. Have learners consider that one thing they will have to master to use their potential to the fullest in their future occupational lives is the management of time. Have learners list three things they wish they had more free time to do, and three things in which they spend a great deal of time that they feel are not worthwhile.

2. Have learners keep a schedule of their use of time for one week. At the end of the week, have learners tally up how many waking hours they spent studying, attending school, watching televsion, playing sports, reading non-class books and magazines, shopping, and in other activities.

3. Have learners compare their tallies with the lists of things they want to do and things at which they felt time was wasted. Have learners make a plan to adjust their allocation of time in order to fit in some activity they wish to do. This may necessitate sacrificing time away from some leisure time activity, such as television watching, or doing some necessary activity more efficiently.

4. Have learners keep track of their time for another week. After a month has elapsed, have learners compare the tallies and see if they have improved their time management, or if they need to work harder.

LEARNING EXPERIENCE E: (Home Economics, Business Education, Industrial Education) P

(Vocational Planning Inventory, Science Research Associates)

1. Have learners consider the idea that one way to maximize their own use of their potential is through intelligent planning for careers. Such planning must be with self-evaluation in the light of career opportunities.

2. Have learners take the Vocational Planning Inventory, and apply the results to occupational planning, taking as many private conferences with teachers and counselors as the learners think necessary.

LEARNING EXPERIENCE F: (English) P

("The Love Song of J. Alfred Prufrock." by T. S. Eliot)

1. Have learners read T. S. Eliot's poem, "The Love Song of J. Alfred Prufrock."

2. Have learners discuss the significance of the character of Prufrock as a modern man who lets all his opportunities slip by, in a defeated existence. Have learners define the use of human potential in terms of the poem.

Evaluation

Teacher-made test. Each learner will describe the meaning of maximizing one's potential.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to accept responsibility for his/her decisions

Learning Experiences

LEARNING EXPERIENCE A: (Music) P

(The Year of the Raccoon by L. Kingman or a similar book; A Task-Oriented Course in Decision-Making, Information System for Vocational Decisions, Project Report No. 7, Harvard University, Graduate School of Education)

1. Have learners read The Year of the Raccoon.
2. Have learners discuss the crisis of decision-making which affects the young musician, emphasizing who is really responsible for his own actions.
3. If available, have learners follow, A Task-Oriented Course in Decision-Making.

(Adapted from K-12 Guide for Integrating Career Development into Local Curriculum, 1972, Charles A. Jones Publishing Co., Worthington, Ohio)

LEARNING EXPERIENCE B: (Industrial Education, Business Education, Home Economics, Social Studies) P

(American College Testing Program, Career Planning Program, Iowa City, Iowa; A Task Oriented Course in Decision-Making, Information System for Vocational Decisions, Project Report No. 7, Harvard University, Graduate School of Education)

1. Have learners follow the activities in Part 2, "Decision-Making" in the Career Planning Program, or A Task Oriented Course in Decision-Making.
2. Discuss learner results.

LEARNING EXPERIENCE C: (Social Studies) P

1. Have learners consider decisions that have been made by powerful historical figures. For example, learners may study the decision of President Truman to use the bomb in Japan at the conclusion of World War II.

2. Have learners consider what the situation was that called for the decision. Have learners list possible alternative decisions that could have been made, and state their opinions of the choice taken.

3. Have learners conclude by assigning responsibility for the decisions that were made.

4. Have learners list things they did in one day that demonstrated self-direction, and explain their reasons for doing them.

LEARNING EXPERIENCE D: (English) P

("The Road Not Taken," by Robert Frost)

1. Have learners read "The Road Not Taken."

2. Have learners discuss the meaning of the choice the speaker made to "the road less traveled by." Have learners state why they think, "That has made all the difference."

3. Have learners relate the ideas illustrated by the poem to their own lives. When have they taken what Frost would call, "the road less traveled by?" What satisfaction, if any, has it given them?

LEARNING EXPERIENCE E: (Industrial Education, Home Economics, Mathematics, Science, Business Education, Music) P

1. Have learners write or type brief descriptions of the occupations that most interest them, or the occupations for which they are preparing. On the same sheet, have learners present their personal reasons for the choice.

2. Have interested learners collect the descriptive papers and develop two charts. One chart will illustrate the variety of occupational goals and interests among the members of the class. The other will tabulate reasons given for career decisions.

3. Hold a discussion of the two charts. Have learners conclude that decision-making is a complex process with individuals approaching decisions by bringing to bear various experiences, perspectives and combinations of needs, abilities, interests, and values. Have volunteers provide examples by explaining their career selection and using the charts to illustrate similarities and differences between their approach and that of others.

4. Pose the question, "If decision-making is up to the individual, is it possible for the school, parents, other adults, and peers to contribute anything of value to the process you use? How?" In discussion which follows, have learners encounter the idea that the school and individuals provide different perspectives from which a decision-maker can view alternatives.

5. Have learners view their present career interests or choices from three new perspectives. Some aspects of each might already be represented on the reasons chart. By expanding upon each perspective, learners may either discover more support for their choices or identify things that need more thought, or both.

6. Have learners describe some of the needs they feel their career choice might help to satisfy. All suggestions should be recorded. Have learners group the needs into categories such as physiological--food, shelter, exercise, recreation, safety; and security--economic independence, membership in a group, social approval; feelings--self esteem, respect, independence; intellectual--problem-solving, continuing to learn, self-actualization, creativity, and beauty. The list of categories should be duplicated and distributed. Have learners rank them privately in terms of whether their occupational interests meet some or all of the needs identified as important. Checking up may involve interviewing people in the chosen occupation as well as additional reading research.

7. Have learners discuss ways in which a career decision influences different aspects of one's life. For example, how might a given occupation affect where the family lives, whom the family meets, what schools are attended? Might the occupation influence values, manner of speech and dress, use of leisure time, political leanings, or social status? Have learners extend the list as far as possible and, again, apply the items to their career selection.

8. Introduce the terms intrinsic and extrinsic, for those who do not already understand them. Have learners relate these to the rewards of work. Have learners identify some pleasures or rewards associated with their chosen occupation and determine which of these might be experienced immediately and which might be delayed. For example, learners might discuss income--immediate--and the pleasure of working with people or certain materials--immediate--as opposed to achieving status--delayed--and the security of seniority--delayed.

9. Have learners review their original papers on their reasons for selecting a specific occupational goal. They should modify their statements in the light of the perspectives that they have explored. They might, in addition to adding information and ideas, develop a list of questions to be further explored.

10. Divide the class according to common interests, perhaps according to occupational family clusters, and invite them to share ideas, feelings, and questions about their career choices.

    (Adapted from Career Education Resource Guide, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE F: (Science, Industrial Education, Business Education, Home Economics) P

1. In the course of teaching a particular skill, teacher will stop in the middle of a critical phase of the operation, have learners state what they would decide to do next, in the absence of certain knowledge about the process.

2. Explain what is to be done. Have learners evaluate the decisions they made before they know the next step. Have learners ask themselves if their decisions were far from what the teacher finally gave them.

3. Have learners discuss the possibility of having to make decisions in the future, during their careers, based on incomplete information or knowledge. Learners will identify ways to cope with this responsibility.

Evaluation

Teacher-made test, short answer. Each learner will accept responsibility for his/her decisions.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 2: Each learner will be able to list and rank order criteria for his/her desired career.

Learning Experiences

LEARNING EXPERIENCE A: (Art) P

(materials for collages)

1. Have each learner bring to class an object--toy, model, or piece of equipment--that represents some aspect of a career he/she might like to follow. Have learner present the object and explain its significance. During discussion of the objects, have learners identify areas of their chosen careers that they would like to know more about. For example, what kind of preparation, training, and special experience do they still require? What are the working conditions, hours, and opportunities for creativity or advancement? What satisfactions might they get from their careers?

2. Have learners do some research, writing letters of inquiry, conducting interviews, reading newspapers, magazines, encyclopedias, biographies. Have learners collect information in notebooks or career folders that would inform other members of the class. Have learners make collages depicting their career choices.

3. Hold discussion and have learners explore the significant contrasts between careers and the reasons different individuals may have for choosing certain careers. The idea may be introduced that, in selecting a particular career to fulfill certain paramount needs, the individual may have to sacrifice certain less urgent needs.

(Adapted from Career Education Resource Guide, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Social Studies) E

(paper, pens, Career Choice and Career Preparation, The Interstate Printers and Publishers, Inc.

1. Have learners list hobbies, sports, home tasks, and school subjects in which they have been involved from time to time.

2. Suggest that these items may be charted or evaluated in various ways. For example, they may be check "like," "don't care," or "dislike." The items may be places in categories such as mental, social, manual, and artistic.

3. Evaluate the activities on the chart as part-time jobs, leisure-time activities, or possible future careers. Have learners privately evaluate their aptitude or interest in relation to each listed item.

4. If possible, have learners follow the program of decision-making for careers in Career Choice and Career Preparation. Have learners read the criteria of choice, make a decision, and consider the implications. If they change their minds, they have only to step back and reconsider. If one criterion was ranked too high, they may restructure the priorities within the program.

5. Have learners state the criteria for a career which they consider important, and rank order these criteria in order of importance.

LEARNING EXPERIENCE C: (Business Education) P

1. Have learners type a futuristic autobiography. Have learners imagine themselves 20 years from now, and write where they are and how they got there.

2. Have learners include what they thought were important criteria in choosing the career they followed.

LEARNING EXPERIENCE D: (Social Studies) P

(duplicating materials and equipment)

1. Have each learner select a biography of a famous person from history, and read the biography. Have learners report to the class on the books they read.

2. The special emphasis of each report will be on why the subject of the biography chose his/her career. As the reports proceed, have a recorder compile all the criteria mentioned. At the end of the reporting, duplicate the criteria listed and pass the list out to the class.

3. Have learners read the criteria and decide which ones influence them and which ones do not.

LEARNING EXPERIENCE E: (Business Education, Home Economics, Industrial Education) E

("Life Career" game, Academic Games Associates)

1. Have learners play the "Life Career" game.
2. Lead discussion on learner reaction to the game. Have learners state orally or in writing what they learned regarding their own career plans as a result of playing "Life Career."

Evaluation

Teacher-made test. Each learner will list and rank order criteria for his/her desired career.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 1: Each learner will be able to assume responsibility for making a career choice.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(Bontemps, Arna. Famous Negro Athletes, Dodd, Mead and Co.)

1. Have learners discuss some factors in each person's life which cannot be changed and which influence career decisions. Examples include a person's physical endowments such as race, and the blind prejudice encountered from others because of it.

2. Have learners read Famous Negro Athletes or similar materials.

3. Have learners discuss the influence on each athlete of the racial prejudice of others, and the struggles that enabled him/her to overcome its effects and achieve success.

4. Have learners discuss other similar environmental elements which affect one's choice of career. Learners will answer the question, "What have you learned from the example of the black athletes that will be of use to you in overcoming environmental obstacles to your career goals?"

LEARNING EXPERIENCE B: (Home Economics, Industrial Education, Business Education, Science, Physical Education) E

("The Career Game", Imperial Film Corporation; Career Choice and Career Preparation, The Interstate Printers and Publishers, Inc.)

1. Have learners play "The Career Game." This activity takes the individual through a series of decisions in search of a career. The game simulates the real life search ahead.

2. Have learners follow the career decision-making program in Career Choice and Career Preparation. In this simulated career planning activity, learners see the results of career choices.

3. Have learners compare the results with their real life career plans for purposes of evaluation. Have learners state whether they encountered any new factors to be considered that they had not thought of before. Have learners discuss the relevance of the course they are taking to their career plans.

LEARNING EXPERIENCE C: (English) A

(*Sister Carrie*, by Theodore Dreiser)

1. Have learners read Theodore Dreiser's novel, *Sister Carrie*.
2. Have learners discuss the effect of environment and chance on the characters of Carrie and Hurstwood. Have learners consider Dreiser's philosophy that one has no influence over his own course, but that one's actions are dictated by forces, entirely of chance, beyond one's own control.
3. Have learners discuss whether they accept or reject Dreiser's worldview as expressed in the novel. Have learners list factors over which they have control and those over which they have no control regarding their choice of a career.

Evaluation

Teacher-made test. Each learner will complete a career planning form, on which he/she will list two careers of interest, select one, and justify the choice in terms of consequences.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 2: Each learner will be able to know what is required for placement in post-secondary employment, further education, or both.

Learning Experiences

LEARNING EXPERIENCE A: (Business Education) P

(sample resumes, paper, typewriters, duplicating facilities)

1. Explain that in order to achieve placement in any post-secondary activity, learners should have a clear idea of their own qualifications and employability, and should be able to communicate this picture of themselves to others. One way to do this is to make a resume, or personal information form.

2. Discuss the elements of a clear, concise resume. Bring samples to the class.

3. Have each learner type a personal resume and duplicate for use in job seeking.

(Adapted from Teacher's Guide, Employment Orientation, Manpower Development and Training. Honolulu: University of Hawaii, Community College System, August, 1969. Unit 3)

LEARNING EXPERIENCE B: (Industrial Education, Home Economics, Business Education) E

(Honolulu newspapers, help wanted sections, letter writing materials, sample job application forms)

1. Have learners use help wanted ads from Honolulu papers to list the types of employment opportunities available.

2. Have learners collect information on employment seeking procedures by visiting agencies or inviting a representative to speak regarding procedures to use.

3. Have learners practice writing letters requesting letters of recommendation, or use of a person's name as reference. Discussion should include whom to ask, how to ask, and when to ask. If possible, business people may be interviewed about this.

4. Have learners practice writing letters of application in answer to news advertisements.

5. Have learners practice filling out application forms from local business establishments.

6. Have learners write a personal resume following suggested forms.

7. Have learners invite a businessman, or a personnel manager to discuss "getting a job."

8. Have learners role play various interviewing situations. Have learners discuss proper etiquette for interviews. Have buzz groups prepare lists of information to be given to the interviewer, while another group prepares lists of questions to ask the employer. Evaluate lists.

(Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, pp. 27-29, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (Social Studies) E

(paper, pens)

1. Have learners discuss the merits of going to college as opposed to taking up a vocational program. Have learners weigh the expense of a college education and the uncertainty of employment after receiving a degree against the enjoyment of learning, and prestige of a college education. Encourage learners to examine their own values about further education carefully. Have learners write individual statements of their preferences for their future.

2. Have learners consider the possibility of combining college attendance with work, through night school programs, part-time work, summer school or other compromises. Suggest the advantages of such an arrangement in terms of lessened financial strain, and an opportunity to keep in touch with both worlds in case of uncertainty.

3. Divide into three groups on bases of their preferences: college-bound, world of work-bound, and part-time college students. Have each group discuss ways of reaching the particular goal sought.

LEARNING EXPERIENCE D: (Foreign Language) p

(collection of college catalogs, resource materials on job requirements, for example: "School Subjects and Jobs," by J. H. Brochard, Science Research Associates, College Entrance Examination Board foreign language test description booklets)

1. Have learners look through the catalog of the University of Hawaii or catalogs of other colleges and universities they would like to attend to find out what the entrance foreign language requirements are.

2. Have learners determine what kind of foreign language training they will need to pursue a career which is of interest to them.

3. Have learners practice sample questions from old College Entrance Examination Board foreign language test booklets.

LEARNING EXPERIENCE E: (Home Economics, Business Education, Industrial Education) E

(reference materials on educational/training requirements of various jobs--see appendix section)

1. Discuss with learners the fact that further education or training may be necessary to obtain jobs they are interested in.

2. Have learners select two careers of interest, which are related to the course work, and research entry level requirements through the use of newspapers, interviews, or reference books.

3. Have learners present their findings to the class.

Evaluation

Teacher-made test. Each learner will know what is required for placement in post-secondary employment, further education, or both.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and lifestyle.

Learner Objective 1: Each learner will be able to name the possible needs of a given lifestyle and list several occupations which will satisfy these needs.

Learning Experiences

LEARNING EXPERIENCE A: (English) E

(A Guide to Occupations in Hawaii, Career Information Center; Dictionary of Occupational Titles, U. S. Government Printing Office; paper, pens)

1. Have learners decide for themselves what the idea "lifestyle" means. Then have learners identify, collectively, elements of the term, such as type of community, whether rural or urban; style of dress, whether casual, formal, or uniform; amount of travel; type of entertainment; or density of population at work site.

2. After the group has identified the elements of the concept of lifestyle, have learners write short essays in which they outline that which they would most like to live. Using reference materials, have learners list at least five occupations which could enable them to lead the kind of life they would like.

LEARNING EXPERIENCE B: (English) E

1. Have learners select a book or poem from the library about a worker or famous person in whom they are interested.

2. Have learners prepare reports, based on their reading, about the lifestyle of the main character. Have learners present the reports to the rest of the class, stating how the lifestyle chosen by the main character is carried out in the occupation. Selections may include biographies, autobiographies, novels, poems, plays, or essays.

LEARNING EXPERIENCE C: (Science) E

(Scientists Who Work Outdoors, by L. Poole; Dodd, Mead, and Co.)

1. Have learners read, Scientists Who Work Outdoors or similar materials dealing with science-related occupations.

2. Have learners discuss the lifestyle preferred by these scientists and list occupations within the sciences which permit one to live an outdoor life. Have learners discuss general relation between lifestyle and occupational choice and relate the discussion to their own occupational choice.

LEARNING EXPERIENCE D: (Social Studies) E

1. Have learners explore, in a class discussion, the concept of lifestyle. Suggest that one way to develop a definition for this term would be to investigate ways in which a number of careers influence individuals involved in them and/or reflect the way an individual prefers to live. Have learners name various careers that they feel illustrate sharp, obvious lifestyle differences. Occupations such actor, banker, farmer, pharmacist, ecologist, soldier, politician, and rock musician might be used as examples.

2. Have learners develop a list of lifestyle elements that might be affected by one's career. For instance, working hours for an actor vary from day to day, depending on rehearsal and performance schedules. In comparison, a banker's hours seldom fluctuate; he is essentially a nine-to-five worker. A druggist's financial position is generally more secure than that of a rock musician; a rock musician must spend a great deal of time on the road, whereas a farmer must remain fairly stationary most of the year; an ecologist works out-of-doors, whereas a politician generally works indoors.

3. Have learners compare and contrast the working lifestyle of all the different vocations selected. Have learners hypothesize about the lives of individuals when they are not on the job. Point out that an individual's leisure time activities are a matter of personal choice, but choices are limited or structured by other factors--interests, abilities, time, money available, family responsibilities, community facilities, and peer influence.

4. Have learners invite parents to join in a discussion of factors that might cause people to make changes in their lifestyles. For instance, many men find that when they reach middle age, a nine-to-five job is not to their liking. Many women are finding the career of housewife stifling. Other influencing factors include health, changes in family structure, unexpected financial burdens, changing interests, and opportunities for further education and training.

5. Role play situations wherein a father or mother consults with the family about a dramatic change in lifestyle. They might pose questions about what factors are to be considered, whether a move is inherent in the change, whether an economic factor is involved, or what factors or persons within the family structure are to be considered.

6. Have the class develop a working definition of the term lifestyle.

   (Adapted from Career Education Resource Guide, pp. 228-230, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE E: (Home Economics, Business Education, Industrial Education) E

1. Have learners plan and carry out a lecture series involving workers in occupations relating to the skills the learners are acquiring. Have learners first think of several places where such workers are employed locally. Have learners invite the workers to speak to the class, or arrange for the class to visit the workers on the job.

2. Have learners prepare the interviewees in advance with sample questions that they would like to ask. Have learners design questions to reveal the workers' tastes, likes, dislikes, and style of life, without the questions being too personal.

3. After each interview, have learners discuss their impressions and construct what they imagine the workers' lifestyles to be like.

LEARNING EXPERIENCE F: (Home Economics, Business Education, Industrial Education) E

1. Have learners discuss changes in the ideas of "women's work" that have been popularly discussed in recent years. Have learners consider the phrase "women's liberation" and what changes its implications might have for women which would make their lifestyles different from those of their mothers.

2. Have learners discuss what the ideal life style for a woman would be in their opinion. Have learners consider whether the role of wife and mother should prevent a woman from seeking fulfillment in a career, discuss ways in which family life might adjust from traditional patterns to some new style in order to allow women to pursue self-realization.

3. Have female learners who come up with a lifestyle they think they would find gratifying, identify as many careers as possible that would be compatible with that lifestyle. Have male learners consider how the opinions of females of their age group will affect their plans for family life and their own lifestyle.

Evaluation

Teacher-made test, short answer. Each learner will be aware of the needs of various types of lifestyles. Criterion of acceptability determined by the teacher.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and lifestyle.

Learner Objective 2: Each learner will be able to derive satisfaction from work/educational experiences.

Learning Experiences

LEARNING EXPERIENCE A: (Business Education, Industrial Education) E

(local business and professional directories)

1. Describe the "big brother" organizations that exist in many cities. Have learners discuss the adaptation of this idea to career exploration activities. Have learners contact the Chamber of Commerce, unions, and similar organizations of professional and trades people to inquire whether some of their members would be willing to serve as sponsors by arranging on-the-job exploratory experiences for individual learners.

2. Organize a promotional team from within the class to make presentations at luncheons of the Rotary, Lions, or Progressive Clubs in search of career sponsors.

3. After several learners have participated in job experiences, have them relate to the class their reactions to the jobs and any satisfaction derived from them. Have learners discuss factors that help teachers, carpenters, plumbers, nurses, and secretaries (and others) feel satisfied in their work experiences.

   (Adapted from Career Education Resource Guide, pp. 114-115, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Art) E

1. Have learners stress different occupations each week related to the calendar of national emphasis. The duty of these presentations will be divided equally among all learners. Some of subjects and dates which can be utilized are:

   a) Religious Emphasis Week--First week in October
   b) Fire Prevention Week--Second week in October
   c) National Bible Week--Third week in October
   d) Education Week--Second week in November

e) Book Week--Third week in November
f) Boy Scout Week--Second week in February
g) Girl Scout Week--Second week in March
h) Health Week--Last week in March
i) National Garden Week--Third week in April
j) National Forestry Week--Third Week in April
k) National Music Week--Second week in May
l) Spring Book Festival--Third week in May

2. Have learners display hall posters and information related to the occupation to be emphasized each week.

3. Have learners write in advance for available information and materials, construct appropriate displays, research the literature for information, and in general prepare for their presentations.

4. If possible, have learners provide bumper stickers appropriate to the occupation of the week.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 85, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE C: (Industrial Education, Business Education) P

(access to telephone directories, materials for publicity, paper, duplicating facilities)

1. Have learners begin a campaign early in the spring to find summer jobs for all the interested members of the class in fields related to the skill being learned in the course.

2. Contact appropriate community industries and organizations and discuss programs for hiring some learners, possibly in connection with on-the-job training for future employment. Have class consider value of publicity for their campaign.

3. Have individual learners discuss their own interviews, making sure they are confident of knowing procedure before they go, and evaluating the experience for others' benefit after they finish.

4. Have learners design a brochure informing community business and industry leaders of their summer employment campaign.

LEARNING EXPERIENCE D: (Social Studies) P

(newspaper)

1. Have learners play an international relations game. Have each learner assume the identity of one country. Include in the game certain world crises, such as an energy shortage, an earthquake, a territorial border dispute, or a fishing rights disagreement. Given the population, resources, and form of government that the country has, have each learner act in the face of the crises, and interact with the other countries.

2. Have learners convene a United Nations to debate the problems which arise out of the interaction of nations. Have learners continue the game for long periods of time, if interest is high, using real news stories and reports to keep it going.

Evaluation

Teacher-made test, essay. Learners will write a description of a work or educational experience that has brought them satisfaction. They will state what the experience was, and how they found it satisfying, and what implications that experience had for their future career plans. Criterion of acceptability determined by teacher.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and lifestyle.

Learner Objective 3: Each learner will be able to describe or list the way changes in lifestyle are caused by occupational advancement.

Learning Experiences

LEARNING EXPERIENCE A: (Art) E

(long piece of heavy colored cord or rope, adhesive tape, miscellaneous magazines, and mail order catalogs.

1. Have learners attach a cord or rope in a continuous "life line" around 2 or 3 walls of a room. Have learners divide it into the ages of man, by marking it off in sections of five years, beginning at 5 and ending at 95.

2. Have learners describe the differing needs of people they know of all ages; physical, and emotional fulfillments people seek at different stages in their lives. Have learners represent these variant needs at the appropriate age points along the life line, through the use of pictures, drawings or written statements.

3. Discuss and represent along the "life line":

   a. What kinds of physical fulfillments satisfy people at different ages?
   b. What kinds of schools might people go to at what ages?
   c. How much income do people need? When? Why?
   d. What kinds of working situations can people expect at different ages?
   e. What jobs would they enjoy?
   f. What levels of authority might they reach?
   g. What kind of changes in their way of life are necessary as they move up the hierarchy within their chosen careers?
   h. What kinds of honors might they receive at different ages? Athletic prizes? Honorary degrees?

4. Have learners discuss the pictures and captions as they are added to the life line. Allow a semester for this activity which will gain in meaning as the mural of the ages of man grows more complex.

(Adapted from Career Education Resource Guide, pp. 136-137, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Science) P

(essays on natural selection)

1. Have learners discuss the survival of the fittest as it occurs in nature. Have learners research the laws of nature as they apply to the survival of plants and animals, and find out what happens when the balance of nature is disturbed, as in the rabbit plague of Australia, the wood tick problem in the mainland U. S., or the balance of vegetation on the island of Kauai.

2. Have learners relate concepts of natural selection to the world of work, considering the following questions:

   a. Why do some people survive in a career, while others do not?
   b. What are the factors that determine a person's survival in a given position?
   c. What does failure at a job mean?
   d. Is it always the fault of the individual or do outside forces contribute?
   e. Is a person sometimes emotionally, physically, or mentally ill-suited for a particular position?

3. Have learners work independently to develop imaginary situations in which someone is unhappy, or has failed, in a career. Have learners use these situations as the basis for role playing activities or interviews.

4. Have learners discuss the concept of seniority.

   a. What are the protections offered by many organizations to the employee who has spent years at a particular job?
   b. How does this affect competition among younger, more ambitious men?
   c. Is seniority good for everybody or just for some? Learners may wish to debate the subject.

5. Have learners conclude with a discussion of competition. Have learners think of ways in which competition can be used to advantage in moving up the hierarchy of a specific occupation which interests them.

(Adapted from Career Education Resource Guide, pp. 222-223, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (English) E

(reference materials such as The Seventeen Book of Very Important Persons, The Macmillan Co.)

1. Have learners read life stories of people who have attained success in their field, and identify the characteristics they possessed which contributed to their success.

2. Have learners identify ways in which each of the people in the stories had to change his/her lifestyle upon attaining success.

(Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, pp. 30-31, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE D: (Industrial Education, Business Education, Home Economics) P

1. Have learners arrange to hold two interviews in class: one with a panel of workers who have just started out in the career learners may be preparing for--this group might include recent graduates of the learners' school; the second interview should be with an individual who has achieved a measure of success in the same field.

2. Have learners emphasize in the interviews the lifestyle and subjective reactions to the work and what it means to one's way of life.

3. After the two interviews, have learners make comparisons of the two lifestyles--the beginner and the experienced worker. Have learners infer the changes that accompany a rise up the ladder, and divide the changes they identify into those which are necessary and those which are a feature of individual choice.

LEARNING EXPERIENCE E: (Business Education) P

1. Have learners role play a young business person spending an evening at home. The role play will center around the activities they imagine a young person starting out must do, such as going to the laundromat, taking evening classes, or household chores. Then they will imagine the same person 20 years later with some kind of advanced position in business. The learners role play an evening at home, which may include more leisure time, more expensive forms of entertainment, and less work and obligation.

2. After the role play, have learners compare the two situations and decide how the worker's lifestyle has improved as he/she had advanced. Have learners make projections about their own move up the career ladder, and its effect upon their lifestyle.

Evaluation

Teacher-made test, short answer. Each learner will list three examples of a change in lifestyle caused by occupational advancement. Criterion of acceptability determined by teacher.

Level 10-12

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 1: Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons.

Learning Experiences

LEARNING EXPERIENCE A: (English) p

("Death of a Salesman," by Arthur Miller)

1. Have learners read the play, "Death of a Salesman."
2. Have learners discuss the central character of Willy Loman. Have learners consider the possibility that Willy's problems could stem from the divergence between his understanding of himself and his actions.

LEARNING EXPERIENCE B: (Social Studies) p

(The Wretched of the Earth, by Frantz Fanon and Autobiography of Malcolm X by Malcolm X and Eric Holey)

1. Have learners read, The Wretched of the Earth.
2. Have learners discuss the condition of what Fanon calls colonial mentality. Have learners consider the effect of the negative self-image of the colonial people, which Fanon considers a product of the institution of colonialism. Have learners discuss what Fanon would recommend to change the life of people thus disadvantaged. Have learners consider whether they agree or disagree and why.
3. Have learners read Autobiography of Malcolm X.
4. Have learners discuss Malcolm X's transformation from criminal with a negative image of himself as a blackman, to a religious leader with a positive self-image.
5. Have learners compare the two books, and others on the subject they might wish to read, and discuss how one's image of oneself affects behavior and how this reveals one's concept of self dignity and worth.

LEARNING EXPERIENCE C: (Health) P

(duplicating facilities and paper)

1. Have learners discuss the meaning of the word "identity" as unity of personality. Have learners consider factors that make up one's identity--such as physical appearance and limitations, mental and physical aptitudes, taste and preference for kinds of activities, ethnic or religious background. Recorder should note and duplicate copies of those identified for distribution to the class.

2. Have learners discuss whether one's identity imposes any limitations on one's freedom of choice. Some may believe that one must accept one's limitations and work around them, and others may believe one should ignore them and follow one's inclinations.

3. Have learners review the list of factors composing identity and draw a profile of themselves from the list.

4. Have learners compare their list with their proposed career, making sure their career choice is in agreement with their profile.

Evaluation

Teacher-made test, short answer. Each learner will list three ways in which dignity and worth can be expressed.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 2: Each learner will be able to show self-insight by stating ways in which he/she differs from others.

Learning Experiences

LEARNING EXPERIENCE A: (Health) p

(films, tapes, books on learning about oneself, for example: a) "Discovering Your Real Interests," Science Research Associates; b) "Discovering Your Real Interests," Science Research Associates; c) "Your Changing Interests," E. Chong, Jarrett Intermediate; Kuder Preference Record, newspapers)

1. Have learners view the films, listen to tape or read materials on learning about oneself.

2. Have learners divide into groups of five and do the Kuder Preference Record. Group members will compare profiles with one another.

3. Have learners look at the club activities section of the newspaper. Have learners list all the interests these organizations might represent and also indicate which ones they are interested in and why.

4. Lead discussion on why it is important to know oneself.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 77, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (Art) p

(art supplies)

1. Write on the blackboard, "Nine tenths of an iceberg is underwater, hidden from view. How much do others know about you? How much is hidden from view?"

2. Have learners pair off with classmates they feel they know fairly well. Have each learner make a collage depicting his/her partner. The collage should depict interests, activities, hobbies, likes, dislikes, talents, abilities, skills, strong personality traits, and anything else that the person is like. Have each learner predict the career his/her partner might be likely to choose.

3. Have learners exchange collages and discuss them. Have volunteer pairs describe their experiment to the class.

   a. In what ways did their partner hit the nail on the head?
   b. What kinds of things were hidden from view?
   c. What new things did the partners discover about one another?
   d. How did they feel about having another person look at them closely?

4. Present the idea that many people never really take a good look at themselves, much less anyone else. They are either too busy or feel that self-analysis is a waste of time. Perhaps they are afraid that they will not like what they see. Have learners tell how they feel about self-analysis.

   a. In what ways might periodic self-evaluations be useful?
   b. Could self-exploration help them to achieve more at school and at home, to make new or deeper friendships, to plan for a career? In what ways?

5. Suggest that each learner devise a way of checking himself/herself out. Encourage learners to be as inventive and far out as possible. Learners may wish to create a "Me Box" by covering a large cardboard cube with pictures, sketches, and slogans cut from magazines that represent some significant aspects of their personality, daily activities, and general lifestyle. Suggest that they reserve one face of the cube for "prediction pictures"--pictures of possible future careers and leisure time activities.

6. Have learners discuss what they have learned about themselves and how they have learned about themselves and how their personality and lifestyle influenced their choice of future careers and leisure time activities.

(Adapted from Career Education Resource Guide, pp. 111-112, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Art) P

(scrapbooks, art materials)

1. Have learners create their personal, autobiographical scrapbooks, using snapshots, pictures out of magazines, drawings, cartoons, or documents such as awards and old report cards. Autobiographies might include verse, essays, or narrative.

2. Have learners report on their personal autobiographies drawing parallels between their lives and that of a famous person they are familiar with or have read about, pinpointing significant differences.

   (Adapted from Career Education Resource Guide, p. 165, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Social Studies) P

(references on U. S. immigration patterns)

1. Have learners consider the pattern of immigration to the United States. Have learners examine different groups of immigrants according to this question:

   > If people left their home countries because they differed in some way from the people there, what caused these differences?

   Have learners consider the need for freedom of religious expression, the attraction of adventure, the economic opportunities they saw in a new land, or the crowding or economic depression in the home country.

2. Have learners list those qualities in the immigrants which made them different from their fellow countrymen. Have learners evaluate themselves in comparison with the settlers in a new land. Do they share common qualities? Do they differ?

LEARNING EXPERIENCE E: (Industrial Education, Home Economics, Art) P

(paper, pens)

1. Have learners complete an assignment to make an object, including some element of choice and creativity, beyond learning of a particular skill. For example, in industrial arts, learners might make a wooden box to be decorated and designed according to the taste of the maker. Thus, while learning carpentry skills, they also have a chance to express their individuality.

2. Have learners arrange their finished products in an exhibit to show the differences in conception and design from one individual to another.

3. Have learners discuss their work with each other,and compare notes about what their expressions meant to them, and how they carried out their own projects. The whole class should conclude in discussion that each effort is unique, and that one's characteristic way of doing things should be valued and encouraged.

4. Have learners write a brief statement of ways in which their own projects were unique and different from others.

LEARNING EXPERIENCE F: (Industrial Education, Home Economics, Business Education) E

(paper, pens)

1. Have learners conduct interviews with workers in areas related to the skill the learners are acquiring. For example, in a typing class, learners may wish to interview a secretary, a bookkeeper, an office manager, a court stenographer, or a keypunch operator.

2. Have learners ask questions about the job: the education, training, duties, approximate pay scale, and subjective opinions about the work.

3. Have learners make a composite picture of a typical worker. They will consider whether this worker is one who works with other people or more solitarily; whether this worker has a job with pressure or a more relaxed pace; whether this worker keeps regular hours or works when there is a need; and other questions which have come up in discussion.

4. Have learners write or type a statement of comparison between the worker and themselves, stating areas in which they are different from the worker, and areas in which they are similar.

Evaluation

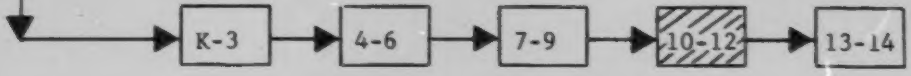
Teacher-made test, essay. Learners will think of one other person; a friend, a relative, a well-known person, or a character from literature and compare themselves to this person and list five areas where they differ. Criterion of acceptability determined by teacher.

CDC

GRADES 10-12

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.



Level 10-12

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 1: Each learner will be able to describe one job and name one occupational cluster.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Education, Business Education, Home Economics) E

(occupationally related books and games, small tools, simple equipment, manufactured objectives, on-the-job pictures, displays boards, work tables, shelves or storage cabinets)

1. Have learners plan a career-corner project. A career corner is a kind of minilab containing a variety of paraphernalia and information that relates to a single occupational cluster. The career corner provides learners with opportunities for "hands-on" experiences, which give them the feel of jobs at several levels within the cluster.

2. Have learners divide into groups to develop a number of minilabs. Each group will make a career corner representing jobs, related to the course work, which are found in one of the 15 U. S. Office of Education occupational clusters

3. Have learners visit all the career corners to become familiar with jobs found in the various occupational clusters.

(Adapted from Career Education Resource Guide, pp. 117-118, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Business Education, Home Economics, Industrial Education) E

(commercially printed tourist brochures)

1. Have learners read tourist brochures describing Hawaii. Have learners list occupations relating to the tourist industry, such as a pilot, stewardess, travel agent, hotel manager, waiter, waitress, chambermaid, tour guide, surfing instructors, restaurant owners, shopkeepers, and advertising personnel.

2. Have learners discuss the attractions which have made Hawaii a center of tourism. Have learners consider the future of the tourism industry in the state.

3. Invite a representative of the tourism industry to talk to the class about the state of tourism, the jobs that are available in the industry, and the future of tourism in Hawaii.

4. Have learners investigate part-time jobs available in this industry to gain a better look at careers in tourism. Have learners list the jobs related to the course work, and the occupational cluster in which they are located.

5. Have learners type job descriptions for each of the jobs. Display in the classroom.

LEARNING EXPERIENCE C: (Physical Education) E

(poster paper, program materials, advertisements for sporting goods, accessories and fashions)

1. Suggest before an intramural sports activity that the class produce it like a professional event. Establish that many different kinds of abilities, talents, and skills are necessary to bring about an athletic event and that not everyone has the ability to play a sport on an active team; however, in addition to athletic ability, timekeeping, photography, broadcasting, journalism, uniform designing, program writing, poster designing, advertising, selling, and refreshment vending are involved.

2. Have nonathletic participants assume various interest area duties. Before the event takes place, have sportswriters ready to cover the game. Have designers and writers put together the programs. Have advertising sales people, copywriters, and artists prepare their assignments.

3. Have students distribute the pregame press releases and articles that have been prepared by the news staff, on the day of the event. Have the sportswriters distribute their news stories about the game immediately following the event, keeping in mind the importance to a journalist of deadlines and the immediacy of news.

4. After the event, have learners discuss the various aspects of the careers involved in the experiment. Have those who participated explain their specific part in the project and why it was important.

5. Have learners bring in advertisements of sporting equipment, accessories, and uniforms. Have learners discuss the wide range of careers in the world of sports and leisure activity pointing out (1) a career in athletics is somewhat limited in duration, since age is an important factor, (2) a career in athletics usually involves an adjustment once a person has passed his physical prime. Have learners consider advertisements and other materials to illustrate the ways in which sports personalities become involved when their careers have ended, such as selling sports equipment and clothing; becoming endorsers of products, and becoming designers. Have learners give examples of some sports figures who have gone on to sportscasting, such as Kyle Rote and Jim Bouton. Have learners give examples of those who moved into related entertainment fields, such as Jim Brown and Don Meredith.

6. Have learners give job descriptions for all related occupations and name the occupational cluster in which it is found.

(Adapted from Career Education Resource Guide, pp. 150-151, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Physical Education--Health) E

1. Have learners write and produce a play dramatizing an accident, the resulting hospital treatment, and the worker's rehabilitation to home life and job. Have learners include one or more of the following processes in the play depending on the extent of occupations the learners know: filling out insurance forms, contacting welfare agencies for help with child care, and other problems during hospitalization and convalescence; using rehabilitation and occupational therapy.

2. Emphasize communication of information about the job of each person helping the accident victim. Have learners give job descriptions for each job involved and discuss wide range of jobs found in the Health cluster.

3. Have learners present the play as a mock television program, developing commercials selling health-care products, advertising health-related services, and providing health information, such as the American Heart Association's campaign to eradicate smoking, and other group efforts to disseminate information about cancer and drug abuse.

(Adapted from Career Education Resource Guide, p. 166, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE E: (Business Education) E

(office equipment and supplies, variety of forms for conducting business procedures, resource books and materials, providing background about the business being simulated and about the occupations contributing to its efficiency and success)

1. Organize career preparation programs, such as distributive education, office occupations, and business management, to simulate a real life working situation, such as an insurance agency, a finance or mortgage company, a real estate agency, or a small business engaged in producing or distributing a product.

2. Involve learners in selecting the type of business to be simulated and in developing the overall program. Arrange small teams of learners to visit different local businesses and visit or work with employees in order to familiarize themselves with the duties and interdependence of jobs, and with the organizational structure contributing to efficient production.

3. Have teams try to identify business personnel who would be willing to serve as consultants for the simulated office. Set up the office simulation as a branch office or subsidiary of a local company. Investigate the possibility of having the parent company invite learners who have successfully performed a job in the simulated company to work within the real company on a work-study or part-time basis.

4. Have learners take a series of aptitude, ability, and interest tests to determine what kinds of presimulation units of study are necessary, after the simulated office situation has been selected, and before it is put into operation. Investigate possibility of using commercially produced tests for determining learner knowledge of telephone manners, filing, letter composition, spelling, shorthand, formulating payrolls, and income tax preparation. Investigate possibility of having a company, such as the one being simulated, to provide additional testing materials.

5. Have learners develop a list of office employees needed for the company, after the pretesting. Have learners develop job descriptions for each position, including requisite skills, abilities, and experience. Have learners select several entry level jobs that interest them and design their own presimulation course of study to become qualified for the position. Set up an employment information center where learners can come from time to time to consult with the teacher or persons from the local parent company about the relevance of their preparation programs and about their progress.

6. Optional: Correlate this activity with the mathematics curriculum. Include as areas of mutual involvement, estimating costs of starting the company--supplies, salaries, monthly electric and phone bills, loan payments, interest rates, drawing up a budget for the company; and computing taxes, social security, and benefit deductions for payroll. Issue checkbooks, adopt imaginary families, plan personal monthly budgets based on simulated salaries, write checks on simulated expenses, receive a monthly bank statement, and balance personal budgets.

7. Arrange furniture so that departments such as executive, billing, promotion, and customer service, are clearly separated. Have consultants from operating businesses help design typical cases of transactions that will flow through the departments of the imaginary organization.

8. Have learners exchange jobs, and instruct each other in the skills they have gained. Have learners discuss the efficiency of the operation.

(Adapted from Career Education Resource Guide, pp. 220-221, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE F: (Industrial Education, Business Education, Home Economics) E

(Literary Market Place, compiled by R. R. Bowker Co., 1180 Avenue of the Americas, New York 10036)

1. Have learners identify at least one occupational cluster related to a skill they are studying. Have learners develop a trade journal representing one of these clusters.

2. Have learners write to publishers of trade newspapers and journals to obtain examination copies of their publications. Obtain names and addresses of publishers and listing of their products from the Literary Market Place. Have learners ask parents, relatives, local businesses, and libraries about journals, and try to obtain some copies.

3. Form committees to evaluate the collection of materials, comparing contents, writing style, overall format, and design. Have learners develop one or more dummies of how their own trade journals might be organized.

4. Have learners organize committees to facilitate the production of their own trade journal:

   a. Cover and Advertising Art Committee. These learners invite members of the art department to serve as consultants.
   b. Editorial Committee. These learners arrange to work with journalism and language arts instructors to determine the roles and responsibilities of managing editor, feature editor, article editor, advertising editor. In addition, consultants develop processes for researching stories and articles, interviewing, determining length of articles, establishing writing styles, and editing copy.
   c. Writing Committee. These learners write and submit articles on assignment from the editorial committee.
   d. Business Committee. These learners survey local businesses and develop ads for products and services available locally that would be of interest to readers of the trade journal. In addition, they review the classified ads in local newspapers and contact establishments that hire people in their career interest area and develop a listing of job openings, including data on salaries, skill and experience requirements, or working hours.
   e. Publishing Committee. These learners take charge of the mechanics of producing the journal. They arrange to work with graphic arts and art instructors in laying out the materials and selecting a printing, collating, and binding process.

5. Have learners compare their first issue with the collection of commercially produced materials. Have learners send complimentary copies to the school board, PTA, staff members who served as consultants, and local businesses and individuals represented in the journal.

(Adapted from Career Education Resource Guide, pp. 224-225, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE G: (Art, Industrial Education) E

(lumber, construction materials, art materials, tools)

1. Have learners build a display booth to demonstrate commodities produced in the State of Hawaii, and the major industries of the islands. The exhibit should cover sugar, pineapple, and tourism, as well as others the learners suggest. The booth could be an exhibit at the school or at a fair or community event.

2. Have learners do research for the display, in field trips and correspondence with companies. Charts, schedules, data on production techniques, pictures, actual objects, should be included in the booth as learners design it.

3. Have learners research the community career opportunities in each major industry. Have learners conclude this activity with a discussion of the community occupations which attract them.

4. Discuss various jobs involved in each industry and the occupational clusters involved.

(Adapted from Career Education Resource Guide, pp. 238-239, 1972, General Learning Press, Morristown, New Jersey)

Evaluation

Teacher-made test. Each learner will give one job description and will list some of the occupations in one occupational cluster.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to relate feelings about the value of home, community, or state workers to individual well-being.

Learning Experiences

LEARNING EXPERIENCE A: (English) E

(Yellow Pages, newspaper employment ads, job listings from employment agencies, file cards, bulletin board)

1. Have learners collect and scan local employment ads and the Yellow Pages and develop a list of occupations representing varying aspects of community life. Have learners group the occupations into the categories blue collar workers and white collar workers.

2. Have learners work independently or in small groups to make a job card for each occupation, containing the job title and a brief description of the work. Have learners use a color code to identify job categories.

3. Have learners decide in group discussion where to place each job on a rating scale indicating prestige or status. Have learners develop the scale visually on a wall or bulletin board, attaching job cards as learners direct. Should learners disagree on placement, make duplicate cards and post in two or more points.

4. Have learners evaluate the resulting chart. Ask the following questions:

    a. Are any points on the scale dominated by one category of jobs?
    b. How many occupations have more than one position on the scale?
    c. Do the scale positions reflect factors other than prestige: education, income, location or work indoors as opposed to outdoors?
    d. If the occupations chosen do seem imbalanced toward status or lack of it, what does this show?
    e. Is there, among class members a lack of familiarity with prestige vocations?
    f. Might perceptions of these jobs be conditioned by misinformation?

5. Have learners research, as thoroughly as possible, one or more of the occupations that do not appeal to them. Suggest that they first identify personal factors and job characteristics that combine to evoke turn-off feelings about the occupation, then identify as many positive, rewarding, constructive aspects of the job as possible in an attempt to explode stereotypes existing about the occupation. Have learners write to or interview workers in the occupation they explore for more specific, personal, human data.

6. Have learners re-evaluate the position of each job on the rating scale and move any that now seem inappropriately placed. Pose the question: "Does familiarity, in some cases, breed respect rather than contempt?"

(Adapted from Career Education Resource Guide, pp. 153-154, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Industrial Education, Home Economics, Business Education) E

(paper, pens)

1. Suggest to the class, in the course of discussions about occupations which stem from acquisition of the skills being learned, that interviewing workers in related fields might be an excellent way to get valid information about these occupations.

2. Have learners discuss interviewing techniques. Invite comments, and make observations about skillful questioning, effective listening, note-taking, and appropriate manners. Have learners practice introductions and leave taking.

3. Have the group develop a list of questions that will elicit a broad picture of an occupation. Make sure that emphasis has been given to practicality, logical sequence, and sensitivity to the subject's feelings. The questionnaire might contain items such as the following.

   What is the name of your occupation?
   Is it called anything else?
   How long have you worked in it?
   How long have you worked for this company?
   About how many people work in the field?
   Are these jobs in expanding career areas?
   Is this job limited to the state of Hawaii?
   Has this job changed in your experience?
   Do you see changes coming?
   What exactly do you do all day?
   Do you use tools and equipment?

Do you have to cooperate with others?
What is unusual about your occupation?
Is it dangerous?
Would you call it challenging? Why?
Would you call it satisfying? Why?
Would you mind saying about how much people in your occupation earn?
What are the special qualifications for getting a job in your field?
How much education or training does a beginner need?
Is a license of any kind needed?
Is any capital needed?
How does one go about getting this kind of job?
How did you get yours?
Was this your first choice for a career?
Did you have trouble choosing? Why?
What are the advancement opportunities?
Who are the local employers for people with your skills?
Are there related occupations in which many of the same skills are required?
What are some of the other good and bad points about this career?
Does it affect your personal life?
What else can you say about your career field?

4. Have learners engage in role playing interview situations.

5. Have learners go out as individuals or in small groups to interview people in their places of employment, or invite a worker to the school to be interviewed by the entire class. If guests are invited, provide them ahead of time with the list of questions which will be asked.

6. Have learners plan and carry out a schedule of appointments.

7. Have learners present written or oral reports on interview findings.

8. Have learners participate in a critique of the planning and methods that were used. Have learners share their ideas and feelings about the occupations they have encountered and about careers in general.

(Adapted from Career Education Resource Guide, pp. 203-204, 1972. General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Industrial Education, Home Economics, Business Education) P

(chalkboard, Employment Orientation. Manpower Development and Training. University of Hawaii, Community College System, film, Careers in the 70s, Santa Ana, California: Doubleday)

1. Have learners list on the chalkboard, occupations which make use of a particular skill learned in the course. Have members of the class place asterisks beside those occupations which are likely to lead to union membership.

2. Have learners complete the activities of Unit 9, Employment Orientation (Manpower Development and Training): "The Union and the Worker."

3. Have learners invite a union representative to class to answer their questions about occupations which involve union membership, and ways in which their lot is improved by union membership.

Evaluation

Teacher-made test. Each learner will relate feelings about the value of home, community, or state workers to individual wellbeing. Criterion of acceptability determined by teacher.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contributions of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to explain how one's service contributes to the community.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(letter writing materials)

1. Have learners discuss what they already know about various occupations involved in the legal system. Have learners contribute their knowledge or questions about the work of judges, lawyers, policemen, coroners, doctors, newspaper reporters, newspaper editors, juries, clerks, court reporters, matrons, and guards.

2. With the teacher's help, have learner arrange with a local or county court to attend a court session as a group. Contact the judge and the lawyers for the defense and prosecution for permission. Before the court visit, divide learners into interest groups according to the various occupations involved in the legal system. At the session, have learners observe all the principles involved, particularly the representatives of their occupational selection. After the session is over, hold interviews for the interest groups with the court personnel.

3. Have learners write thank-you letters to the people who helped them.

4. Have learners plan and stage a mock trial. Divide learners into groups, according to their interest areas. Have one group invent the crime. When the circumstances of the crime have been developed, have another group write newspaper stories and editorials about it. Have learners play the roles of plaintiff, defendant, arresting officer, witness, judge, lawyers for the defense and prosecution, doctor, psychiatrist, court reporter, clerk, and jury.

5. Have learners research their roles. For example, lawyers for the defense and prosecution should build their prospective cases. If, for instance, the mock trial involves a man who was hit in the neck with a golf club, the doctor will have to study injuries to the neck area in order to give convincing testimony. The psychiatrist who might testify about the sanity of the defendant, will have to do

research in the area of psychology. The policeman who first arrived on the scene of the incident will have to research police reports. The judge will have to research court procedure and the various sentences. The clerk will research his/her job.

6. After the mock trial, have learners describe for the group how the role played meets a need of the community.

LEARNING EXPERIENCE B: (English) E

1. Have learners name some of the forms of mass communication media, and discuss the importance of communication in a complex society.

2. Have learners explore the impact of effective speaking techniques on television careers. Have learners relate voice control, enunciation, pronunciation, gestures, and so on, to the job skills needed by actors, reporters, announcers, publicity specialists, and public relations personnel.

3. Have learners investigate ways in which cameramen, boom operators, stage and lighting directors, musical directors, and audio engineers use knowledge of verbal and non-verbal communication skills.

4. Lead discussion on how occupations discussed serve the community.

(Adapted from Career Education Resource Guide, p. 168, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Home Economics, Business Education) P

1. Have learners invite an official of the Better Business Bureau to visit the class to discuss what the bureau does, why such a monitoring agency has become necessary in American society, and what occupations contribute to the functioning of the bureau.

2. Have learners role play appropriate reactions to simulated dishonest business practices. Have learners base simulations on the visitor's descriptions of how the organization deals with deceptive advertising, unfair treatment of consumers, fly-by-night business schemes, and unauthorized door-to-door salesmen.

3. Discuss importance of the Better Business Bureau to the consumers in the community.

(Adapted from Career Education Resource Guide, p. 239, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Social Studies) E

(Employment Orientation. Manpower Development and Training. University of Hawaii, Community College System)

1. Introduce the term, "civil service" and explain its meaning to the class. Have learners discuss ways in which civil service developed to meet civic needs.

2. Have learners list and research civil service occupations of interest.

3. Have learners follow Unit 8 of Employment Orientation (Manpower Development and Training): "Government Jobs."

LEARNING EXPERIENCE E: (Social Studies) E

1. Have learners study the Parks and Recreation Department in their community. Have the class name at least five local park facilities which they use regularly--playgrounds, beaches, picnic areas, or campgrounds. Have learners talk over ways in which they enjoy the local parks.

2. Have class invite a representative from the local Parks and Recreation Department to talk to the class about the work which goes into maintaining the parks.

3. Have learners find out at least 10 jobs which contribute to the maintenance of park facilities and research job characteristics.

LEARNING EXPERIENCE F: (Social Studies) E

("Bus Facts: A Picture of the Intercity Bus Industry." National Association of Motor Bus Owners, Reader's Guide to Periodical Literature, telephone directory, access to telephone, letter writing materials)

1. Have learners study the public transportation service industry. Have learners read the booklet, "Bus Facts: A Picture of the Intercity Bus Industry."

2. Have learners use the Reader's Guide to Periodical Literature, to find magazine articles about the BART public transportation system of San Francisco. Have learners consider the needs of the city of Honolulu for improved public transportation.

3. Have learners invite a representative from M.T.L., Inc., TheBus, to discuss jobs in the public transportation industry: the variety of occupations in the industry, requirements for entry into them, salary expectations of public transportation workers, and future prospects for the industry in Hawaii.

4. Have learners speculate on future civic needs for transportation and how they might be met.

Evaluation

Teacher-made test, short answer and completion. Each learner will name at least one major service occupation and state how it meets an important need in the community.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to describe economic implications of career decisions.

Learning Experiences

LEARNING EXPERIENCE A: (Business Education, Home Economics, Industrial Education E

("Pay Rates in Hawaii," Hawaii Employers Council; "Careers--How Real is Salary Discrimination Against Women?" Edmonds, Mim Glamour Magazine, 1970; Handbook of Job Facts by N. Thiemann, Science Research Associates; Occupational Outlook Handbook, Government Pringing Office; Handbook on Women Workers, U. S. Department of Labor)

1. Have learners read the booklet, "Pay Rates in Hawaii" and pay special attention to the field in which they are interested.

2. Have learners read the magazine article "Careers--How Real is Salary Discrimination Against Women?"

3. Have learners acquaint themselves with the Handbook of Job Facts.

4. Have learners look up five jobs in which they feel they might be interested. Have learners read, "Earning and Working Conditions" in Occupational Outlook Handbook.

5. Have learners read the Handbook on Women Workers.

6. Lead discussion on materials read by learners.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 120, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (Mathematics) P

(*Employment Orientation*. Manpower Development and Training. University of Hawaii, Community College System)

1. Have learners discuss with the teacher some features of budgeting, becoming familiar with the basic vocabulary--assets, expenditures, deficit, interest, mortgage, and other budget terms.

2. Have learners follow the activities in *Employment Orientation*, Unit 13 ("Spending the Paycheck Wisely").

3. Have learners plan a sample budget for themselves, either for an allowance they receive from their families, or for pay they receive from a part-time job.

4. Have learners prepare a sample budget for an imaginary family, given all the family's income, and needs, in terms of mortgage payments, utilities, savings, food, entertainment, automobile, and insurance.

5. Have learners imagine themselves to be ready to seek a job right now. Have learners draw up a sample list of how much they think they will need for the kind of home in which they want to live, the amount they think they should save, special needs they have for transportation, entertainment, or medical expenses. Have learners come up with a figure, based on what they know about budgeting, that they think will meet their needs.

6. Have learners list three careers which interest them. Have learners find a salary range for each one from classified ads from newspapers or journals.

7. Have learners compare their sample budgets with the salaries they think they will be able to earn. In cases where the salaries fall below the budget figures, have learners consider whether they prefer to adjust their budgets, reconsider their career plans, moonlight, or follow some alternative plan.

LEARNING EXPERIENCE C: (Mathematics) E

(films/filmstrip dealing with economic aspects of working, for example, "Earning Your Money," or "Making Money Work For You," McGraw-Hill Book Co., "Personal Values vs. Salary," by E. Tando)

1. Have learners discuss the relationship of financial planning to careers. Have learners consider the idea that they may be happier earning a small salary and living within their means than earning a large salary and spending it foolishly.

2. Have learners view the filmstrips, "Earning Your Money" and "Making Money Work For You," or similar films.

3. Have learners select three careers in which they are interested, and research approximate starting salaries for those careers.

4. Have learners make monthly budgets based on salaries.

LEARNING EXPERIENCE D: (Mathematics) p

1. Have learners study the use of credit, both in the context of business and personal finances.

2. Have learners look up the Small Business Association and find out what arrangements fledgling businesses may make with this agency for initial credit.

3. Have learners determine interest rates for charge accounts at various stores in Hawaii.

4. Have learners "charge" one or more items, determine how much their monthly payments will be, what interest they must pay, and how much money could have been saved had they paid cash for the items.

LEARNING EXPERIENCE E: (Business Education, Home Economics) P

1. Have learners discuss the financial advantages and disadvantages of going to a college, junior college, or technical school after high school. Have learners determine if further education or training is required for their occupational choice.

2. Have learners determine the cost of attending a college, junior college, or technical school for one semester and one year. Have them include room and board and personal expenses. Discuss ways learners can finance further education or training.

3. Have learners discuss the possibility of continuing in a vocational education pattern and gaining job entry skills, but attending college on a part-time basis for the intellectual stimulation it would offer.

LEARNING EXPERIENCE F: (Social Studies) E

("The Danger Signals Are Here," J. Chun, Jarrett Intermediate; "Regarding Trades," and "Professional Jobs Tight," Honolulu Star Bulletin, available from Department of Education; "40,000 Persons on Welfare," Honolulu Advertiser, July 31, 1970; "Economic Indicators-First Hawaiian Bank," and "Bank of Hawaii Monthly Review," both available from the respective banks or the Department of Education)

1. Have learners listen to the tape, "The Danger Signals are Here."

2. Have learners read the Star Bulletin article, "Regarding Trades."

3. Have learners find out what the unemployment rate is in Hawaii, and compare that with the nation as a whole. Have learners refer to the Honolulu Advertiser, July 31, 1970 "40,000 Persons on Welfare" and more recent articles on the subject.

4. Have learners read the 1971 Star Bulletin article, "Professional Jobs Tight."

5. Have learners look over economic newsletters published by Bank of Hawaii and First Hawaiian Bank.

6. Have learners think of three careers in which they are interested, and relate in writing the economic trends they have been studying to the specific careers.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 152, Hawaii State Department of Education, Office of Instructional Services, Honolu[illegible])

Evaluation

Oral quiz. Each learner will list three economic rewards from work.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Each learner will be able to describe ways in which needs of society have changed and how the work structure has been altered due to these changes.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Education) E

(reference materials on occupations in the construction field, for example: "Construction" from the series Careers in the 70s, Doubleday Multimedia)

1. Have learners research occupations in the construction field.

2. Have learners visit a construction site in their community and observe the many kinds of workers who contribute to a building project: electricians, carpenters, plumbers, architects, engineers, plasterers, painters, glaziers, and others.

3. Have learners discuss the project they saw and the advantages and disadvantages of the kinds of work they observed.

4. Have learners cite factors which contribute to stability and instability in the occupations related to the building trade. Examples: union guarantees to members lead to stability; economic fluctuations lead to decreases in demand for new construction.

LEARNING EXPERIENCE B: (Industrial Education, Home Economics) E

(Occupational Outlook Handbook and Manpower Trends in the 70s, U. S. Department of Labor)

1. Have learners read the brochure, Manpower in the 70s, and view the accompanying slide presentation.

2. Using the Occupational Outlook Handbook and other references, have learners make predictions about their chosen careers. Have learners identify trends which have affected the careers in the past, and generalize from these to the prospects for the future (consider energy crises, dock strikes, fuel price increases).

LEARNING EXPERIENCE C: (Industrial Education, Home Economics, Business Education) E

1. Have learners discuss the human resources for career development research available to them in the community. Examples are retired professional men and women who have an interest in young people, and who can draw on extensive experience in discussing the ins and outs of careers, emphasizing how the needs of society have changed during their working lives, and how the work structure has been altered due to these changes.

2. Arrange for a particularly affable and articulate senior citizen, who is familiar with occupations related to course work, come and reminisce about occupations that are obsolete because of society's changing needs, and how the work structure has been altered to meet these changing needs.

(Adapted from Career Education Resource Guide, pp. 114-115, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Art) E

(materials for construction of a mural)

1. Have learners make a mural showing changes in transportation. The mural should stress the additional personal qualities, knowledge, and skills which each progressive change requires in order to have people who can operate more complex methods of transportation.

2. Have learners depict some other area: housing, preparation of food, methods of education, or production of clothing.

3. Have learners consider their increased need for more training and knowledge.

4. Have learners make lists of characteristics, personal traits, skills, and knowledge of the people involved in each step of the change being studied.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 127, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE E: (Industrial Education, Home Economics, Business Education) E

(reference materials on societal changes and occupations, for example: You and the Next Decade by A. Adrian, David McKay, Inc.; "Benefits of Looking Ahead," Coronet Film Co.' "The Challenge of Change," William W. Matthews Co.)

1. Have learners read/view and discuss reference materials on societal changes and the effect upon various occupations.

2. Have learners discuss ways in which changes of society affect the world of work. Have learners prepare a brief statement predicting ways in which they expect the career which most interests them to change.

LEARNING EXPERIENCE F: (Industrial Education, Home Economics) E

1. Have learners study changes in society brought about by technology and automation.

2. Have learners think of examples of changes in careers brought about by the industrial revolution. For example, manufacturing changed from crafts and cottage industries to assemly line production.

3. Have learners select a career in which they are interested and demonstrate ways in which it has been touched by the industrial revolution.

4. Have learners, in general class discussion, consider ways the whole pattern of society and occupations have changed because of technological advancements.

LEARNING EXPERIENCE G: (English) P

(old newspapers from Honolulu from 20 and 40 years ago, duplicating facilities, current newspapers)

1. Look in libraries and newspaper archives for old newspapers from 20 and 40 years ago in Honolulu. Duplicate copies of the help wanted ads.

2. Have learners read the ads and see if they are qualified for any of the jobs. Have learners compare the old newspapers with current ones, discuss what new jobs have been developed in the last 20 and 40 years, and reasons for development.

3. Have learners make projections into the future based on the accelerating rate of change in job opportunities which they have observed. Have learners tell how jobs of 20 years ago relate to current ones.

Evaluation

Teacher-made test, essay. Each learner willdescribe ways in which the needs of society have changed and how the work structure has been altered due to these changes. Criterion of acceptability determined by teacher.

Level 10-12

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to list skills adequate for job or educational entry in an area of interest.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Education, Business Education, Home Economics) P

(Official Occupational Skills Program Handbook. Vocational-Technical Education. A handbook for the occupational skills program for special education students. Office of Instructional Services, Department of Education)

1. Have learners complete the levels suggested in the Occupational Skills Program Handbook, in the cluster of his/her choice.

2. Have learners consult with a personnel director or worker from a related field and review their skills and evaluate their competence and readiness for job entry.

LEARNING EXPERIENCE B: (Industrial Education, Home Economics) P

(Pre-Industrial Preparation Program Handbook. Vocational-Technical Education. Office of Instructional Services, Department of Education, classified ads from newspapers)

1. Have learners complete activities suggested in Pre-Industrial Preparation Program Handbook for a job skill of their choice.

2. Have learners use classified ad sections of newspapers to determine the skills needed in the job(s) of interest to them.

3. Consult with personnel director or worker from a related field to review the skills of the learner and evaluate his/her competence and readiness for job entry.

Evaluation

Oral quiz. Each learner will name a job in which he/she is interested and will list two skills needed for that job.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop employability skills.

Learner Objective 2: Each learner will develop capabilities of being able to move into a job or further education.

Learning Experiences

LEARNING EXPERIENCE A: (Home Economics, Industrial Education, Business Education) P

1. Have learners design a personal "career competency contract." Have learner form his/her own advisory committee--a teacher, a counselor, a parent, and a representative from the occupational interest field--to help identify and develop the career competencies needed to meet his/her goals.

2. Have learner periodically review and revise their contracts as needed.

(Adapted from Drier, Harry N. "Implementing Career Development Programs in Senior High Schools," cited in Hansen, L. S. "A Model for Career Development Through Curriculum," Personnel and Guidance Journal. Vol. 51, No. 4, December, 1972, p. 248.)

LEARNING EXPERIENCE B: (Business Education, Industrial Education, Home Economics) P
(duplicating facilities)

1. Have learners discuss the importance of starting a resume. Some of the advantages to be stressed include the necessity for resumes in job seeking, and, more important, the benefit of a resume in pointing out to learners where their deficiencies and strengths are, so that they may become better prepared to enter the world of work.

2. Have learners write a detailed description of any job they have held. Have learners include in the description name of employer, dates, type of job, and rate of pay, knowledge or experience gained, employer satisfaction.

3. Have learners write a description of their extracurricular activities and interests. Have learners discuss the importance of occupations, and the reasons these should be included in resumes.

4. Have each learner prepare a resume for duplication and use in job seeking.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 92, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE C: (Home Economics, Industrial Education, Business Education) P

(Official Occupational Skills Program Handbook, Vocational-Technical Education. A handbook for the occupational skills program for special education students. Office of Instructional Services, Department of Education, State of Hawaii)

1. Have learners complete a course of study leading to levels of job entry specified in the Official Occupational Skills Program Handbook, Vocational-Technical Education.
2. Have learners discuss their career plans with teacher after achieving job entry competency.

LEARNING EXPERIENCE D: (Health, Business Education, Home Economics, Industrial Education) P

1. Have learners role play two job interviews: one between an interviewer and an applicant with self-confidence, and one between the same interviewer and a nervous or insecure applicant.
2. Have learners conclude from the role play that self-confidence is an important trait in getting a job, and also probably in keeping that job.
3. Have learners discuss ways in which self-confidence can be cultivated.

LEARNING EXPERIENCE E: (Industrial Education, Home Economics, Business Education) E

1. Have learners invite a panel of recent graduates from their high school who have gone on to college to discuss their attitudes about college, and the changes in the way they relate to the college environment after they have obtained familiarity with that environment. Each panel member will discuss his/her experiences and answer questions from the class, using personal experience to provide advice for the learners.

2. Have learners invite a panel of recent graduates from their school who have not gone on to college to visit and discuss their jobs and any training they needed prior to employment.
3. Discuss changing attitudes toward the need for everyone to go to college. Have learners discuss and assess for themselves the value of a college education vs. other forms of education or training.

Evaluation

Teacher-evaluation. Learner will demonstrate capability of being able to move into a job or further education.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to list the educational requirements for a specific job.

Learning Experiences

LEARNING EXPERIENCE A: (Home Economics, Industrial Education, Business Education) E

(occupational information reference materials, for example; Dictionary of Occupational Titles, U. S. Government Printing Office, A Guide to Occupations in Hawaii, Career Information Center, Encyclopedia of Careers and Vocational Guidance, J. G. Ferguson Publishing Co., Handbook of Job Facts, Science Research Associates)

1. Have each learner state an occupation in which he/she has a serious interest, based on the question, "If you had to choose an occupation today, what would it be?"

2. Have learners find the educational requirements for the occupation which most interest them. Other data to be included in the report are:

    a. possibilities for change of the educational requirements in the future
    b. where the educational preparation opportunities are likely to be found
    c. cost of educational preparation
    d. trends of supply and demand for this worker and what kind of educational preparation best enables one to cope with these trends.

3. Have learners present their reports to the rest of the class.

LEARNING EXPERIENCE B: (Business Education, Home Economics, Science, Music, Industrial Education) E

(paper, stationery, envelopes, pens, stamps)

1. Have learners choose occupations which interest them and write for free copies of job description pamphlets from the U. S. Department of Labor or other organizations. (See Appendix for listing)

2. Have learners read the brochures they receive and report to the other members of the class on the educational requirements of the career in which they are interested.

LEARNING EXPERIENCE C: (Mathematics) E

(occupational information reference materials--see Appendix for suggested titles, graph paper)

1. Have learners think of a career which uses the skills of mathematics, such as engineer, dentist, economist, commercial teacher, bookkeeper, optometrist, farmer, draftsman, agricultural engineer, or waitress.

2. Have each learner research one of these occupations and report to the rest of the clas on the educational requirements of the specific career.

3. Have a committee of volunteers record all the careers selected and graph the number of years of education required for each.

LEARNING EXPERIENCE D: (Business Education, Home Economics, Industrial Education) E

(occupational information reference materials--see Appendix for listing of titles)

1. Have learners discuss where they are to go from this course: to further vocational training, to an academic course of study, or right into the world of work.

2. Invite a representative of an industry related to the skill being learned, an admissions officer from a vocational training school or recent graduates to discuss employment opportunities, salaries, and other job characteristics with the class.

3. Have learners select careers in which they are interested and find out--either from the guest or from the literature--what education they require to enter that occupation. The education should be stated in terms of on-the-job training, school experience, or other form.

Evaluation

Teacher-made test, essay. In a 45-minute class period, learners will write an essay on this question: "What occupation are you most interested in at this time in your life, and what educational preparation is necessary for entering this field of work?"

CDC

GRADES 10-12

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.

Level 10-12

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe the importance of interpersonal relationships.

Learning Experiences

LEARNING EXPERIENCE A: (Home Economics, Industrial Education, Business Education) P

(reference materials on work-related etiquette rules)

1. Have learners consult references on rules of etiquette, particularly those pertinent to the world of work. Have learners dramatize right and wrong etiquette in various situations. Several examples may be found in Guide to Beauty, Charm, and Poise, Ruth Tolman, Milady Publishing Corporation.

2. Have learners role play various situations between workers in jobs related to the course to show the importance of good interpersonal relationships.

   (Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, pp. 32-33, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (Home Economics, Business Education, Industrial Education) E

(Personal Characteristics Profile source, bulletin board, paper, pen and ink)

1. Have learners discuss the Personal Characteristics Profile.

2. Have learners invite a business person from the community to discuss the importance of personality development and to tell what the business is looking for in its employees.

3. Have learners read case studies with problems of social relationships in the world of work. Have learners discuss causes and how they could be modified or eliminated.

4. Have learners make a bulletin board of cartoons depicting the employer-employee relationships.

(Adapted from *Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students*, p. 33, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (English) P

1. Have learners role play a situation in which a new student comes to school. The student confronts cliques, sororities, fraternities, and other close-knit groups and shows feeling of being an outsider. Have learners playing this role make attempts to break into these groups.

2. Switch the part of the outsider often in the role play. After the situation, have learners discuss their feelings as they took the part of the outsider.

3. Have learners make recommendations, in writing, for themselves in the context of school groups to which they belong, based on what they learned from the role play.

LEARNING EXPERIENCE D: (Health) p

1. Have learners role play situations of their own design in which someone oversteps bounds between himself/herself and another person, either intentionally or accidentally. Examples: one learner may stand too close to another person to whom he/she is talking; learner may be too forward with a teacher; learner may be disrespectful toward a parent; learner may stand too close in an elevator.
2. After each situation, have learners who played the role of the one overstepping the bounds describe how the action made him/her feel, and have the persons who were infringed upon describe their feelings.

LEARNING EXPERIENCE E: (English) P

(poems dealing with interpersonal relationships)

1. Have learners read some poems about groups and interpersonal relationships, such as the following:

   T. S. Eliot, "The Hollow Men"
   William Wordsworth, "Michael"
   Robert Burns, "The Cotter's Saturday Night"
   Robert Browning, "Soliloquy of the Spanish Cloister"

2. Have learners discuss the interpersonal relationships suggested in the poems and the possible consequences of such relationships. Have learners relate the discussion to their own lives and experiences.

LEARNING EXPERIENCE F: (Social Studies) P

1. Have learners play a simulation game in which each takes the identity of a different country. Have learners interact according to their concept of the way the countries they represent would behave. Have learners be familiar with the ideological preconceptions, needs, values, population, and problems of the countries they represent.

2. Have learners act out the behavior of nations through certain crises, similar to those under study in the class, such as economic depression, threat of war from another nation, famine, currency devaluation, or any other crisis of learner's own choosing.

3. After the simulation game, have learners discuss similarities and differences between individuals and nations in terms of ways of interacting.

Evaluation

Oral quiz. Each learner will describe the importance of interpersonal relationships.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 2: Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.

Learning Experiences

LEARNING EXPERIENCE A: (Home Economics, Business Education, Industrial Education) P

(Manpower Development and Training. Employment Orientation, University of Hawaii, Community College System)

1. As preparation for an interview with an employer, have learners role play an interview situation, beginning by discussing the kinds of personal qualities and capabilities that some familiar occupations require.

2. Have learners set up the role play situation between an employment counselor and a job seeker. Have volunteers conceive an imaginary person with a set of personality traits and native abilities or skills, and act out this person in an interview with another volunteer who plays the part of an employment counselor. The counselor should make a sincere attempt to advise the applicant not only on his/her career potential but also on job opportunities currently available in the area.

3. Have learners observe the interview and comment. As the role playing continues, have actors switch roles at some point and continue the conversation as if it had not been interrupted. Have another member of the class assume one of the roles and continue.

4. Have learners follow the preparation and role playing activities in Unit 4 of Manpower Development and Training, Employment Orientation.

5. Confer privately with learners about their interview experiences making suggestions and constructive criticism.

(Adapted from Career Education Resource Guide, pp. 217-218, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Home Economics, Business Education, Industrial Education) P

(reference materials on interviewing techniques, for example; a) "Making the Most of Your Job Interview," New York Life Insurance Co., b) "How to Prepare Yourself for Job Interviews," Occupational Information and Guidance Service Center, c) "Your Job Interview," Guidance Associates)

1. Have learners read/view reference materials on job interviews.

2. Have learners complete sample job applications. Learners will attach letters of application, and personal data sheets to these.

3. Have learners identify personal qualifications and training requirements for five jobs which interest them.

4. Have learners conduct an employment interview through role playing as employer and employee.

5. Divide learners into groups to prepare skits showing right and wrong attitudes during an employment interview.

6. Have learners hold a panel discussion on proper dress and careful grooming for the interview.

7. Have learners practice, in writing, thank you letters to follow an interview.

8. Have learners invite employers to participate in practice interviews and tell the class which applicant would be hired if this interview were an actual employment situation.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 115, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE C: (Industrial Education, Business Education, Home Economics) P

(paper, duplicating facilities. McKinley High School Career Opportunities Handbook. Margaret M. Miller, Project Coordinator. Honolulu: McKinley High School, n.d.)

1. Duplicate and distribute the information from pp. 27-37 of the McKinley High School Career Opportunity Handbook.

2. Have learners discuss the Dos and Don'ts suggested. Have learners add others to the list.

3. Have learners role play interviews and use the critique on job interview suggested to rate their attempts. Have learners discuss the impressions they received from the interviews.

(Adapted from McKinley High School Career Opportunity Handbook, Margaret M. Miller, Project Coordinator. Honolulu: McKinley High School, n.d.)

Evaluation

Self-evaluation. Each learner will locate a job opportunity in a field which interests him/her. They will make arrangements for an interview for that job opportunity. After the interview, they will discuss and evaluate their interview with the teacher.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to describe various social roles related to groups of which he/she is a member.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. Have learners discuss the advantages of doing volunteer work in the school or local community.

2. Have individual learners undertake volunteer projects of their own choosing. At the end of the term, have learners discuss what roles they played in their projects and how they related to the groups of which they were members.

LEARNING EXPERIENCE B: (Health) E

1. Have learners role play an imaginary family group or world of work situation, according to the learners' own preference. Have the group selected by the class for role play carefully described: if it is a family, the members should be named and discussed.

2. Have each learner take the role of one member of the group and act out a situation of the group's own design.

3. After the role play, have learners switch roles and re-enact the same situation.

4. Have learners discuss what their reaction was to the change in roles, and be able to answer any questions asked.

    a. Which of the roles did you most enjoy playing? Least?
    b. Did your opinion about the role change after you had been in the role yourself?
    c. How does the experience of seeing the world from someone else's viewpoint relate to your real life? Do you think it has been helpful? If so, how?

LEARNING EXPERIENCE C: (Health) p

1. Discuss variety of social roles learners assume in groups they are members of.

2. Have learners keep a record for a week's time, and type a report on the number and kind of group relationships they have experienced during the week.

LEARNING EXPERIENCE D: (Social Studies) p

(reference on groups in American politics)

1. Have learners study groups and their effect on the American political process. Have learners name groups to which they belong or will belong, such as an ethnic group, a labor union, or an activist group. In the discussion, have learners consider what effect each group has on the political process. For example, consider statements made by recent presidential candidates about the Middle East situation in relation to what is referred to as "the Jewish vote."

2. Have learners discuss how they as individuals relate to these groups. Alternatives include:

   a. voting as a member of a bloc; for example, a union member may wait to see what candidate is endorsed by union leadership before making his/her decision.
   b. joining an activist group and working for its goals; for example, one may join Common Cause and help solicit memberships for this organization in order to enable it to pursue its objectives.

3. Have individual learners write statements including groups he/she belongs to, by birth or by choice, and consider his/her relationship to these groups in the light of the foregoing discussions.

Evaluation

Oral quiz, teacher-learner conference. Each learner will describe various social roles related to groups of which he/she is a member.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 3: Develop understanding of cooperation.

Learner Objective 1: Each learner will be able to describe ways of working cooperatively with other members of a group.

Learning Experiences

LEARNING EXPERIENCE A: (English) P

(dramatic poems or short plays, materials for impromptu costumes and props)

1. Have learners divide into groups of five, and provide them with copies of dramatic poems or short plays. In one 45-minute preparation period, have learners perform an oral interpretation of the play or poem for the rest of the class. Have each learner take part in the presentation.
2. During the preparation period, have learners rehearse their presentations, and fashion props and costumes out of simple materials provided.
3. Have groups read their poems or plays to the whole class.

LEARNING EXPERIENCE B: (Science) P

1. Give learners an experiment to complete, in groups of four, in a laboratory period. Provide materials and a description of the procedure.
2. Have learners work out their experiment, consulting the teacher as they proceed; at the end of a given period of time have learners submit a written laboratory report which they have prepared together.

LEARNING EXPERIENCE C: (Industrial Education) P

(materials for making educational toys)

1. Have learners design and make pieces of equipment that function as educational toys for elementary school children.

2. Have learners meet with the younger children, demonstrate the toys, and participate in learning play.

(Adapted from Career Education Resource Guide, p. 237, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Social Studies, Art) E

(paper, pens, art supplies, duplicating equipment)

1. Have learners in both classes plan cooperatively for a Career Day. Divide learners into committees for various tasks. Have learners report to the group at large for general planning sessions.
2. Have one group responsible for the publicity, involving posters, and other notices.
3. Have one group be responsible for inviting guests from the community to speak on their careers.
4. Have another group take care of scheduling so that each learner who attends will be able to talk with more than one guest according to his/her interests.
5. Have one group provide exhibits and displays and programs for the Career Day.
6. Have another group take notes of the activities of the day and compile the reports into a newspaper describing the day and summarizing the learner/guest sessions.
7. After the event, have all the planners and learners meet to evaluate the event and write up recommendations for improvement in the future.

Evaluation

Teacher-made test, essay. In a 45-minute class period, learners will write a narrative describing how a group can proceed cooperatively to carry out a project.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 4: Develop understanding of community workers.

Learner Objective 1: Each learner will be able to list and describe occupations in the Public Service cluster.

Learning Experiences

LEARNING EXPERIENCE A: (Business Education, Home Economics, Industrial Education) E

1. Discuss type of occupations found in the Public Service Occupational cluster. Have learners, as a group, list occupations related to the coursework.

2. Have each learner choose two occupations of interest and using newspapers and other resources (See Appendix) determine:

   a) availability of the job in Hawaii
   b) educational and training requirements
   c) salary
   d) ways in which occupation benefits society

LEARNING EXPERIENCE B: (Mathematics) E

(reference materials on computer-related occupations, for example; "Careers in the Computer Field" from the series Career Planning and Vocational Guidance, available from Department of Education, "Those Computer Schools You Can't Count On," Good Housekeeping, 1971.)

1. Have learners read/view reference materials on computer occupations.

2. Have learners discuss new job opportunities in computer work. Have learners study the requirements for this work.

3. Have learners study some of the basic skills used in computer work, such as logarithms, and evaluate his/her own interest in this work.

4. Have learners visit a computer center, and talk to key-punch operators, programmers, and other computer workers.

5. Have learners tell how different mathematically-based jobs are related and how they serve public needs.

Evaluation

Teacher-made test. Each learner will list and describe occupations in the Public Service cluster.

Level 10-12

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to describe ways in which he/she has altered a social role over a period of time.

Learning Experiences

LEARNING EXPERIENCE A: (English) P

("Your Changing Interests," by E. Chong, Jarrett Intermediate)

1. Have learners name, in small group talks, at least five activities or things in which they were once interested, but have now lost interest.

2. Have learners think of close friends they have had within the past two years. Have learners write a page on how friendships have changed due to different interests.

3. Have learners outline the factors they believe would most likely tend to influence their interests. Have learners discuss this outline with the teacher or counselor in private conferences.

4. Have learners listen to the tape, "Your Changing Interests."

5. Have learners write a paragraph saying how, as a result of an experience, a new interest developed.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 49, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (Home Economics, Business Education, Industrial Education) P

1. In a class discussion, have learners relate how they arrived at their present choice of career, beginning by remembering what they thought they wanted to do when they were still in elementary school and then discussing the kinds of experiences and insights that led them to the vocational course in which they now find themselves.

2. Have learners compare notes with each other to see if any were brought to this course by similar experiences.

3. Have learners generalize from this discussion to make predictions about their career future. Point out that a career choice is not just one decision made once, but the beginning of a lifetime of choosing options.

4. Have learners write essays on the development of their career planning over the last five years, including the experiences and influences which led them to where they are, concluding with their understanding of where they differ from others in the class.

Evaluation

Oral quiz. Each learner will state how he/she has altered a role which he/she has had over time.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 2: Each learner will realize that a variety of roles contributes to his/her development as a person.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education--Health) P

1. Suggest, for discussion, that the learners--like everyone else--are inconsistent in the way they relate to others. Have learners think of the way they act around their parents, the way they act with their friends, the way they act in class at school, and in other contexts.

2. Have learners respond with their feelings about this universal human situation. Have learners consider areas where this might lead to a conflict. For example, when their parents show up after a sporting event and watch them interacting with teammates. Have learners act out situations like this which they imagine.

3. Suggest in conclusion that this variety of roles actually contributes to learners' development, and everyone interacts differently with different people, yet everyone lives with this seeming incongruity. Point out that it is an aspect of developing flexibility.

LEARNING EXPERIENCE B: (English) E

1. Have learners write a short story in which the main character plays many roles at the same time. For example, the character may be a secretary, a mother, a wife, a church choir member, and a League of Women Voters officer.

2. Have learners describe how their main character combines all the roles played, and comment on how successful the character is.

3. Have volunteers share their stories with the rest of the class.

LEARNING EXPERIENCE C: (English) P

1. Have learners compile a profile of themselves according to the roles they play in different groups of which they are members.

2. Have learners review the profiles and state areas where there are conflicts, such as between a sports team and a church group which meet at the same time. Have learners describe ways in which these conflicts are managed.

3. Using a list of hobbies and interests provided by the class, have learners discuss the potential of each as a vocation and an avocation.

4. Have learners imagine ways in which avocations can be combined with a vocation to make a well-rounded, rewarding life.

5. Have learners write short reports on ways they foresee combining their own vocations and avocations.

(Adapted from Career Education Resource Guide, p. 240, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Science) E

(laboratory equipment and materials)

1. Have learners divide into small groups or pairs to carry out experiments. Within the group, have learners appoint one learner as leader, to study the experiment carefully in advance and prepare to teach others in the group how to proceed with the experiment. Have another learner fulfill the duties of assistant, procuring materials for the experiment at the leader's request. Have other learners become the students.

2. For each experiment, have different members of the group serve as leaders and assistants.

3. After several experiments have been completed, have the class hold a discussion about the group method. Ask questions about the different roles learners play in the groups, such as:

   a. In which role do you think one learns the most?
   b. Which role is conducive to most enjoyment of learning by experiment?
   c. Which role forces you to do the most work?
   d. Which role would you like to play in your occupation? Is it possible to hold an occupation which requires you to play more than one role?

LEARNING EXPERIENCE E: (Home Economics, Industrial Education, Business Education) P

1. Divide learners into groups of three to learn a skill. Within each group, have learners play one of three roles:

   a. teacher: This learner will first acquire the skill with the help of the instructor, and prepare ways of teaching the skill to the others in the group.
   b. student: This learner will be the object of the lesson and will attempt to acquire the skill the "teacher" has mastered.
   c. evaluator: This learner will watch the lesson and comment on the effectiveness of the learning activity, both as the "teacher" conveys the skill, and as the student learns it.

2. For different skills to be learned, have learners exchange group roles.

3. Have learners conclude by holding a discussion of the group learning activities. Have learners state which of the three roles they most enjoyed playing, and how they relate this preference to their future occupational plans. Have learners state some positive benefit they received from playing each of the three roles.

Evaluation

Oral quiz. (1) State some activity in which you recently played more than one role; (2) State how this variety of roles which you played has contributed to your development as a person, in your opinion.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (English, Health) P

1. Have learners begin by discussing cliques which exist in the high school. Have learners speculate on reasons why these cliques form, and think of some of the consequences for insiders and outsiders.

2. Have learners simulate the insider/outsider tension by the following game: four-five learners stand in a circle, hands joined. Have one learner attempt to break into the circle, and the others try to prevent entry.

3. Give all learners a chance at playing the outsider role. After the role play, have learners discuss how they felt when they were insiders, and how they felt when they were the outsider.

4. Have learners generalize from this experience. Have learners write a statement about high school groups to which they belong; clubs, fraternities, or athletic teams, and discuss how much of their idea of themselves is derived from group memberships. Have learners try to evaluate their dependence and independence in relation to the groups to which they belong.

LEARNING EXPERIENCE B: (Social Studies) P

(telephone directories, paper pens)

1. Have learners research local organizations of the political party to which they belong, or in which they are most interested. Have learners report on their findings to the rest of the class.

2. Have learners discuss the advantages of active political party membership, not only in strengthening the organization, but also in benefitting the individual by association with a group of people holding similar opinions.

LEARNING EXPERIENCE C: (Health) P

(Reader's Guide to Periodical Literature)

1. Have learners use the Reader's Guide to Periodical Literature, to find articles about the effects of solitary confinement as a punishment. Have learners look under the categories of stories about the recently released American P.O.W.s, prison reform in the U. S., or the Pueblo affair.

2. Have learners report on their findings to the whole class.

3. Have learners discuss what they have learned about the values of group membership from the study of the ill effects of the absence of human companionship.

LEARNING EXPERIENCE D: (Home Economics, Industrial Education, Business Education) P

(reference books)

1. Have learners research ways their career choice was learned historically. Have learners do their research in small groups, depending on how many choose the same careers. Point out that skills were historically acquired by such solitary methods as apprenticeship, as opposed to classes in which vocational-technical education is achieved today.

2. Have learners consider the shift over time to group methods of learning. Have learners discuss whether they find any benefits from learning in groups of their peers.

3. Have learners analyze themselves in relation to group or solitary work and decide which they prefer, based on their experience. Have learners check that their career choice matches their preference.

Evaluation

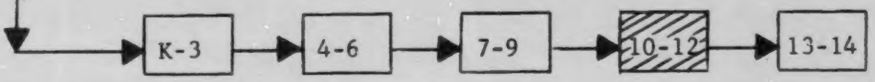
Teacher-made test, short answer. Each learner will answer the questions, at criterion level set by the teacher: (1) Think of a group in which you participate, or a group in which you intend to participate in the future; (2) List the values which you derive from this group membership; (3) How do you feel, personally, about participating in groups?

CDC

GRADES 10-12

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.



GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to show that he/she knows the responsibilities which he/she has to the society in which he/she lives.

Learning Experiences

LEARNING EXPERIENCE A: (Foreign Language) E

(reference materials on the Peace Corps, for example; First Book of Peace Corps. N. Lobsenz, Franklin Watts, Inc.)

1. Have learners read materials describing the Peace Corps.
2. Have learners discuss ways in which a foreign language would be useful for work in the Peace Corps.
3. Have learners discuss what needs existed in the world that led to the founding of the Peace Corps; changes in emphasis in the Peace Corps organization in recent years; and purpose of the service.
4. Have learners write a short essay on how the Peace Corps relates to the idea of social responsibility, in their opinion.

LEARNING EXPERIENCE B: (Social Studies) E

1. Have learners hold a class discussion and cover such questions as how political power is used and abused, what is necessary for political survival, and what are the responsibilities that accompany the wielding of political power.
2. Have learners research a local politician and his/her activities, and write an essay on whether or not the politician is meeting his/her responsibilities.
3. Have learners write an essay on their idea of the responsibility of a holder of elective office, and the responsibilities of the constituents.

LEARNING EXPERIENCE C: (Industrial Education, Business Education, Home Economics) E

(resource materials describing unions and their activities)

1. Have learners read resource materials on unions, write to unions for information, or visit a local union headquarters.

2. Have learners answer the following questions:

   a. Will the skill that you are learning in this course be likely to lead you to eventual membership in a union?
   b. How will union membership help you to fulfill what you see as your responsibilities to society, or if union membership is not necessary for job, discuss how union membership may fulfill others' responsibilities to society.

LEARNING EXPERIENCE D: (English) E

(newspaper or magazine articles)

1. Present a situation to the class in which a newspaper or magazine has printed a story that is critical of an advertiser's product or business practice. If possible, obtain some examples currently in the news. In a group discussion, have class explore the implications for all parties concerned--on the newspaper/magazine side of the case and on the advertiser's side. For example, one might bring up an unfavorable review of a movie in a newspaper that, in the same issue, runs an ad for the film.

2. Have learners compile a list of employees of the newspaper/magazine and of the advertiser. Have learners discuss whose jobs or reputations might be endangered. For example, one person might type copy in a newspaper office, and therefore, type the review of the movie mentioned above. This person may have a cousin who is a projectionist at the movie theater. He is implicated in a different way; one would have very mixed feelings as a result.

3. Have learners select one of the employees listed and imagine themselves in that worker's situation. Have each learner prepare a statement of the rights and wrongs involved as he/she would see them from the vantage of the job and make a recommendation for a fair solution of the controversy.

4. Have learners hold a hearing in which the issue is argued to some kind of resolution. Have the group decide to choose a panel of classmates to act as a kind of jury--to hear everyone's views and to render a decision.

5. Have learners scan newspapers, magazines, books, and television programs for other examples of conflicting business and professional ethics. Have learners design several methods for presenting both sides of a conflict--displays, skits, and panel discussion.

(Adapted from Career Education Resource Guide, p. 188, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE E: (Business Education, Home Economics, Industrial Education, Social Studies)

P

(Manpower Development and Training, Employment Orientation. University of Hawaii, Community College System)

1. Have learners follow the activities of Unit 14, "The Worker as Responsible Citizen" from Employment Orientation (Manpower Development and Training).

2. Lead discussion on learners' results and their thoughts on being a responsible citizen.

LEARNING EXPERIENCE F: (Social Studies) E

(Reader's Guide to Periodical Literature)

1. Have learners look in the Reader's Guide for articles about the ecology movement, the campaigns of Ralph Nader, and similar sources of controversy about social responsibility (women's liberation, gay liberation, the Viet Nam war, unemployment resulting from withdrawal of government industrial contracts).

2. Have learners discuss the citizen's responsibility in a social setting.

3. Have learners discuss some of the procedures, rules, regulations, and customs that will be part of their responsibilities as citizens when they leave school, or when they enter the world of work.

Evaluation

Teacher-made test, short answer. Each learner will list five responsibilities that he/she has as a member of society.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 2: Develop understanding of ways in which participation in civic groups contribute to the individual and group goals.

Learner Objective 1: Each learner will be able to describe the process of participation in one civic action group.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Education) P

("This is the AFL-CIO," and "Why Unions," American Federation of Labor and Congress of Industrial Organizations)

1. Have learners read, "This is the AFL-CIO" and "Why Unions."
2. Have learners discuss union membership as a necessity for some workers, and a desirable possibility for others. Have learners discuss the advantages and disadvantages of union membership as well as various unions civic activities not directly related to the job.
3. Have learners arrange to attend a meeting of a local union to observe the group in action. Have those who are entering work right away consider planning for membership.

LEARNING EXPERIENCE B: (Social Studies, English) E

(paper, pens)

1. Have learners investigate local civic groups such as the Lions, League of Women Voters, or Life of the Land. Have learners compare the clubs on the bases of purpose--social, charitable, or political--membership, activities, and other criteria the learners consider important. Have learners attend meetings of the group and interview members, if possible.
2. Have learners individually consider which, if any, community civic groups they would like to join and write a short essay giving their reasons.

LEARNING EXPERIENCE C: (Health) E

1. Have learners volunteer to help in or initiate a project in their community, such as a fund-raising walkathon, or a recycling drive.

2. Have learners discuss the civic groups involved in the project, and tell what they have learned about the groups which organized their activities.

LEARNING EXPERIENCE D: (Health) P

(paper, pens)

1. Have learners list school extracurricular activities in which they participate: sports teams, foreign language, clubs, newspaper or yearbook, cheerleaders, or others. For each one listed, have learners think of a community group which would allow them to pursue the interest they have developed in school. For example, if the learner lists a school baseball team as one of the groups, what baseball teams in the community might be joined after school? To gather this information, have learners ask the teachers who are advisers to their clubs, friends or parents in the community, or directories.

2. Have learners arrange to attend sessions of the community interest groups and report on the meetings to the rest of the class. Have learners decide whether they would benefit from joining the groups they observed.

LEARNING EXPERIENCE E: (Social Studies) P

1. Have learners identify one cause or issue about which they have a strong opinion. This may be a piece of legislation which interests them, a movement to preserve a historical landmark, a union grievance, or any matter they agree needs to be changed or acted upon.

2. Have learners identify a community group which aims to bring about the same change or action; this may be an ad-hoc committee or a political action group.

3. Have learners form a community action group. Acting in their group, have learners attempt to bring the desired action about. After the activity, have learners discuss the values of having done their work in concert rather than alone.

Evaluation

Teacher-made test. Each learner will describe the process of participation in one civic action group. (1) Name one civic group which you have observed or participated in recently; (2) Tell what you did as a member or observer of this group; (3) Tell the purpose of this group and the activities of its members; (4) State what value this civic group has to the community; and (5) Give your opinion about whether you wish to continue an association with this group.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will become aware of the rules for operation of civic groups--parliamentary and other group procedures, and structures.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Business Education) E

(reference materials on organizational structures)

1. Have learners explore the similarities and differences in the structural chain of command frameworks of various institutions and establishments. Have learners think not only about their personal career interests areas, and/or local establishments, but also about topics that tie into their studies.
   For example:
   - (a) Compare the hierarchy of positions in an agrarian tribe with the structure of a nomadic tribe.
   - (b) Compare present-day United States military or governmental frameworks with those of a country that was a world power in the distant past.
   - (c) Compare the structural organization of two industries manufacturing different export products, or the structures of two establishments involved in tourist services.
   - (d) Compare the structural hierarchy of an all-service bank with that of a mortgage and finance company.
   - (e) Compare the organizational framework of British and American educational systems.
   - (f) Compare the job hierarchy of an advertising agency with that of a movie production company.
2. Have learners work independently or in small groups on a number of topics of general interest. Present a procedural outline to the class with the suggestion that learners help modify it to fit their needs, for example:

Sample Outline

(a) Collect pictures, words, phrases cut from magazines, and develop a montage representing the topic under investigation. The results should give viewers a quick overview of products or services produced and the range of occupations involved in the area of study.

(b) Develop a chain of command chart. Have learners experiment with their topic areas and devise other kinds of graphic designs--perhaps to depict the interrelatedness and status of occupations within their topic area.

3. Have learners create capsule descriptions of each occupation within the hierarchy. What are the duties and responsibilities of each job? What education, skills, training, innate abilities, or personal traits are required? What kind of pressures and satisfactions are inherent in each position? What are the salary ranges? What are the requirements for promotion?

4. Have learners visit an organization similar to the one being studied. Have learners observe, and, if possible, work with different employees at all levels of the hierarchy.

5. In a wrap-up discussion, have learners compare and contrast the different chain of command charts. Note that companies and institutions periodically review their own structure and try to make changes that will improve efficiency of communication, cut costs, and make the best use of employees. Have learners suggest modifications that might achieve one or more of these goals.

(Adapted from Career Education Resource Guide, pp. 215-217, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Social Studies) E

(telephone directory, letter writing materials)

1. Have learners plan a group trip to visit a city council meeting.

2. Have learners arrange with local government agencies for learners to be with the police department for 1/2 day, with the fire department for 1/2 day, and other agencies.

3. Have learners report to the class about their visits and discuss the organizations and its structure and regulations. Have learners make sure they include information about jobs in each organization.

4. Remind learners of the very regular stages through which they pass as they go through school. Not only are their grades numbered, but schools are ranked by the terms primary, elementary, middle, junior, high, preparatory, college, university, graduate. In college, classes are ranked by the terms freshman, sophomore, junior, and senior.

5. Have learners give examples from the work world of similar ranking. Draw a parallel with the military, since the status system is somewhat similar to that in schools. Point out that not only are there noncommissioned ranks, with titles and numerical rankings within the titles comparable to those in the school system, and not only are there commissioned ranks with an array of titles comparable to college class ranks, but there is a demarcation of status between noncommissioned and commissioned personnel and this is somewhat similar to the contrast of status between public school and college students. Have learners observe that, in the case of both college and officer status, the ranking individual usually is assumed to have conspicuous initiative, opportunity, and capability. Have the class explore the occasional misfiring of these assumptions; that is, individuals who are not really qualified achieve rank, and others who are highly capable fail to gain rank.

6. Have learners discuss civilian occupations, and observe the parallels in the civil service, in corporations, and in almost every organization. Have learners discuss the status division between workers and management, and levels of responsibility and authority up and down the ranks. Have learners note the systems of numerical grade ranking and titles that are commonly used.

7. Have learners consider the effect of personality traits, native ability, education and training in relation to the environmental conditions of status, in rising up the career ladder.

LEARNING EXPERIENCE C: (Social Studies) E

(Davidson, Henry A. *Handbook of Parliamentary Procedure*. New York: Ronald Press, 1955, paper, pens or pencils)

1. Have learners read *Handbook of Parliamentary Procedure*.

2. Have learners role play a meeting of a civic group to master the procedure of parliamentary rules.

3. Have learners attend a meeting of a civic group such as the League of Women Voters to see how parliamentary procedure is used.

4. Have learners answer questions showing that they know the vocabulary of parliamentary procedures.

LEARNING EXPERIENCE D: (Industrial Education, Business Education, Home Economics) E

(telephone directory, *Reader's Guide to Periodical Literature*)

1. Have learners investigate a union made up of workers in a work area related to the skill being learned in the course. Have learners look in the telephone directory for sources, check the *Reader's Guide to Periodical Literature*, and interview workers in the community who have information about union membership.

2. Have learners find out the hierarchical structure of the union officials, and how the structure of officials represents the rank and file membership. Have learners attend a meeting of the union to see the group in action.

3. Have learners consider union membership as a possible future necessity in their careers.

LEARNING EXPERIENCE E: (Science, Mathematics) E

(*Science* magazine, American Association for the Advancement of Science)

1. Have learners investigate national mathematics or scientific professional societies including the American Association for the Advancement of Science. Have learners look through copies of *Science* magazine, concentrating on the editorial sections.

2. Have learners invite scientists or mathematicians from the University of Hawaii and the Community Colleges, to talk to them about the advantages of belonging to their societies, especially when one works without colleagues in the near vicinity.

3. Have learners arrange to attend a meeting of a local organization. Have learners find out the reason for the founding of the organization, the membership of the organization, and the value the members derive from belonging to the organization.

Evaluation

Teacher-made test. Each learner will write five rules for operating any group.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.

Learning Experiences

LEARNING EXPERIENCE A: (Business Education, Home Economics, Industrial Education) P

1. Have learners discuss the ways available to workers in a capitalistic society to save and provide for economic self-sufficiency. Units should include:

    a. savings accounts (and what savings institutions do with the money to pay the interest)

    b. federal and other civic bonds

    c. mutual funds

    d. stocks in corporations and utilities

    e. credit unions

    f. real estate investments

    g. investments in art, diamonds, antiques

    h. life insurance and retirement plans

2. Have learners discuss federal and state programs which provide for public support, such as social security, aid to dependent children, and other welfare measures.

3. Have learners invite a banker to speak to the class about ways to insure that they use part of their future income to provide for their own economic self-sufficiency. Have learners prepare questions in advance of the visit.

4. Have learners discuss careers which are involved in helping people meet their need for financial planning to provide economic self-sufficiency.

LEARNING EXPERIENCE B: (Mathematics) P

(sample credit applications from local stores)

1. Have learners discuss ways in which people may forfeit money by being unwise consumers.

2. Have learners fill out sample applications for credit.

3. Have learners determine the money necessary to buy a large purchase on credit vs. the amount needed to buy it in cash. Discuss when buying on credit is necessary or useful and how it can be damaging.

LEARNING EXPERIENCE C: (Industrial Education, Home Economics, Business Education) P

(Social Security application forms, W-4 forms)

1. Have learners read literature pertaining to Social Security. Have learners discuss costs, benefits, purpose, and an individual's responsibility in obtaining a social security number.

2. Have learners invite a resource person from the local Social Security Office to speak to the class.

3. Present the concept of salary withholding, as in social security, for the purpose of the system.

4. Have learners practice filling out forms in a neat and accurate manner. Then have them complete an application form for a Social Security Card, if they do not already possess one, and mail it in.

5. Have learners examine income tax forms, and practice making out a W-4 form.

(Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, 1971, Hawaii State Department, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE D: Mathematics) P

1. Have learners work on a career-related mathematics problem. For example:

compute interest on loans and investments;
calculate tax rates from tables;
balance checkbooks;
calculate money spent on credit on installment purchasing;
do problems in appreciation and depreciation of value.

2. Have learners discuss, when doing these problems, how a knowledge of them contributes to self-sufficiency. Suggest ways in which not knowing how to do these things may cost them money.

LEARNING EXPERIENCE E: (Social Studies, Home Economics, Business Education, Industrial Education) E

1. Have learners define the difference between a salaried worker and a self-employed worker. Have learners name several examples of each type of worker related to the course work.

2. Have learners discuss the advantages and disadvantages of both kinds of work, and the relation of their career choices and preferences to self-employment or salaried work.

3. Have learners discuss and list reasons why people work.

4. Ask learners if they can suggest advantages of economic self-sufficiency vs. dependency. The following points should be covered in the discussion:

   a. encourage higher standard of living
   b. improve self-image and physical health
   c. become contributing member of society
   d. have more freedom in choice of living area, travel
   e. have less need for government support

   (Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

Evaluation

Teacher-made test. Each learner will be able to answer questions designed by the teacher to describe ways of maintaining financial self sufficiency.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 5: Develop capabilities for making effective use of resources and understand relation of environment to work.

Learner Objective 1: Each learner will be able to list or describe the relation of occupations to conservation of resources.

Learning Experiences

LEARNING EXPERIENCE A: (Science) E

(research books on occupations and the environment, scrapbooks, magazines, newspapers, pamphlets, art materials)

1. Have learners develop crisis posters. Each poster should depict a special theme--air pollution, water pollution, waste disposal problems, or noise pollution problems.

2. Have learners, in a discussion, describe instances in the history of mankind when the occurrence of problems has stimulated the development of new careers or the modification of existing ones. For example: occupations created by the threat to wildlife by hunters; game wardens, license agents, court personnel, and careers modified by an energy crisis: construction machine operators, airline workers, gas station workers.

3. Have the class investigate one or more of the present environmental crises to discover what "survival specialist" careers exist or are being developed. Divide learners into teams: (a) One team develops a Survival Specialist Employment Counseling Service. Each learner becomes a counselor for a different crisis area. (b) Other learners role-play adults who come survival specialists. Direct learners to articles, pamphlets, brochures, books, and filmstrips that provide information on the range of alternatives available and discuss possible choices in terms of past experience, training, and interests, the amount of re-education needed, and the availability or cost of additional training. (c) Have other teams visit local industries to interview workers who have become, or who were hired specifically as survival specialists. For example, in the water conditioning field, technicians are trained to analyze water problems and to develop alternative solutions for businesses, industries and individuals. (d) Have other teams visit industries and organizations specializing in handling one or more aspect of the "environmental crisis." Among these are recycling plants for water, glass, metal, paper, and sewage. Have learners develop an occupational handbook for each industry and include written reports of interviews, pamphlets, graphs, and charts they collect or make. (e) Have another

team gather information about inventors of pollution-control devices, politicians and writers involved in making people aware of problems and in establishing ways and means of handling the problems, volunteer and professional ecological organizations in the community.

4. Have learners focus on what individual workers do, how they are trained, how they feel about their jobs, and what more they hope to do.

LEARNING EXPERIENCE B: (Mathematics) A

(news reports estimating costs of environmental improvement, material for posters or charts)

1. Have learners consider the economics of environmental improvement. Many estimates of costs to government and industry have appeared in the news.

2. Have learners compare and average out these reports, and display their studies on posters and charts.

(Adapted from Career Education Resource Guide, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Science) E

(resource materials on environmental careers, for example; Opportunities in Environmental Careers, O. Fanning, Vocational Guidance Manuals)

1. Have learners read reference materials on environmental careers.

2. Have learners prepare reports on one of the following topics:

   (a) A career which interests me in environmental control;
   (b) How the career I am planning relates to the environmental crisis.

LEARNING EXPERIENCE D: (Mathematics) A

1. Have learners calculate examples of the difference an individual can make, in his/her work role, in meeting the challenge of the environmental crisis, for example:

(a) in industry, a worker may turn off power equipment when he/she is not using it. They may figure the amount of power saved by non-use of a particular machine for a given period of time.

(b) in the home, a cook may use the oven to bake 2 things at once, thus saving power in a measurable way. One may also reuse plastic bags, avoid the use of disposable products, and conserve water.

2. Have learners discuss why such habits of thrift of resources are worth cultivating.

LEARNING EXPERIENCE E: (Social Studies) p

1. Have learners translate and discuss the meaning of the phrase "après moi le deluge," first used by Louis XV of France when he realized that dissatisfaction was prevalent in his country. Suggest that learners consider whether this phrase does not explain one common attitude toward the environmental crisis.
2. Have learners give reasons why they are obligated to contribute to environmental preservation, even if only future generations will benefit.
3. Have learners think of ways they might be able to do something to prepare a better environmental future. Have learners state how their occupational choice may be affected by the environmental crisis.

Evaluation

Teacher-made test, essay. Each learner will write a short subjective essay on the occupational future in relation to the environmental crisis.

Criterion of acceptability determined by teacher.

GOAL: Developing capabilities for carrying out civic responsibility at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to relate the value of cooperative efforts to the achievement of goals for the common good.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) p

1. Have learners name in discussion things they value which cannot be accomplished by individual effort, but which must be accomplished by cooperation. Have learners think of things they will be able to help with in cooperative ways in the future. Examples:
   (a) quality education for their children, where learners will be able to volunteer their services in the schools, join the P.T.A., and run for school board.
   (b) environmental protection, where learners will be able to volunteer in recycling projects and join pressure groups for needed legislation.
2. Have learners invite speakers from local civic groups to speak on community cooperative activities in Hawaii. Speakers should be asked to relate what civic groups exist, what their purposes are, and what kind of impact they have had on the community.
3. Have learners think of goals they have for their future and how community cooperative activities might help them achieve these goals.
4. Have learners discuss the responsibility of each citizen to participate in such cooperative efforts.

LEARNING EXPERIENCE B: (English) p

(T. S. Eliot, "The Hollow Men.")

1. Have learners read T. S. Eliot's poem "The Hollow Men."
2. Have learners discuss the kind of society which is implied in the poem. Have learners contrast this with their own aspirations for a society in which people work together to achieve their collective goals.

3. Have learners discuss the passage:

> "In this last of meeting places
> We grope together
> And avoid speech
> Gathered on this beach of the tumid river."

LEARNING EXPERIENCE C: (Business Education, Industrial Education, Home Economics) P

1. Have learners state, in small discussion groups, what their career plans are. Have each learner answer the question "What forms of cooperation will be necessary to help you achieve your career goals?"

2. Have learners include in their responses a cooperative work setting such as a repair shop, or an occupation which is highly dependent upon another such as carpentry. Have learners conclude that they all will need to participate in some kind of cooperative effort to achieve their career goals.

LEARNING EXPERIENCE D: (Mathematics, Industrial Education, Home Economics, Business Education) P

1. Have learners discuss the problems of providing for their own financial security and retirement. Have learners list ways in which this can be done. Have the lists include such methods as social security, savings accounts, credit unions, and insurance plans.

2. Have learners divide the list into those methods which are cooperative--credit unions, Social Security, or group life insurance--and those which are individual--savings accounts, stock purchases, and real estate. Have learners conclude from the lists that their financial security derives in large measure from group membership.

LEARNING EXPERIENCE E: (Health) P

(telephone directory, newspapers)

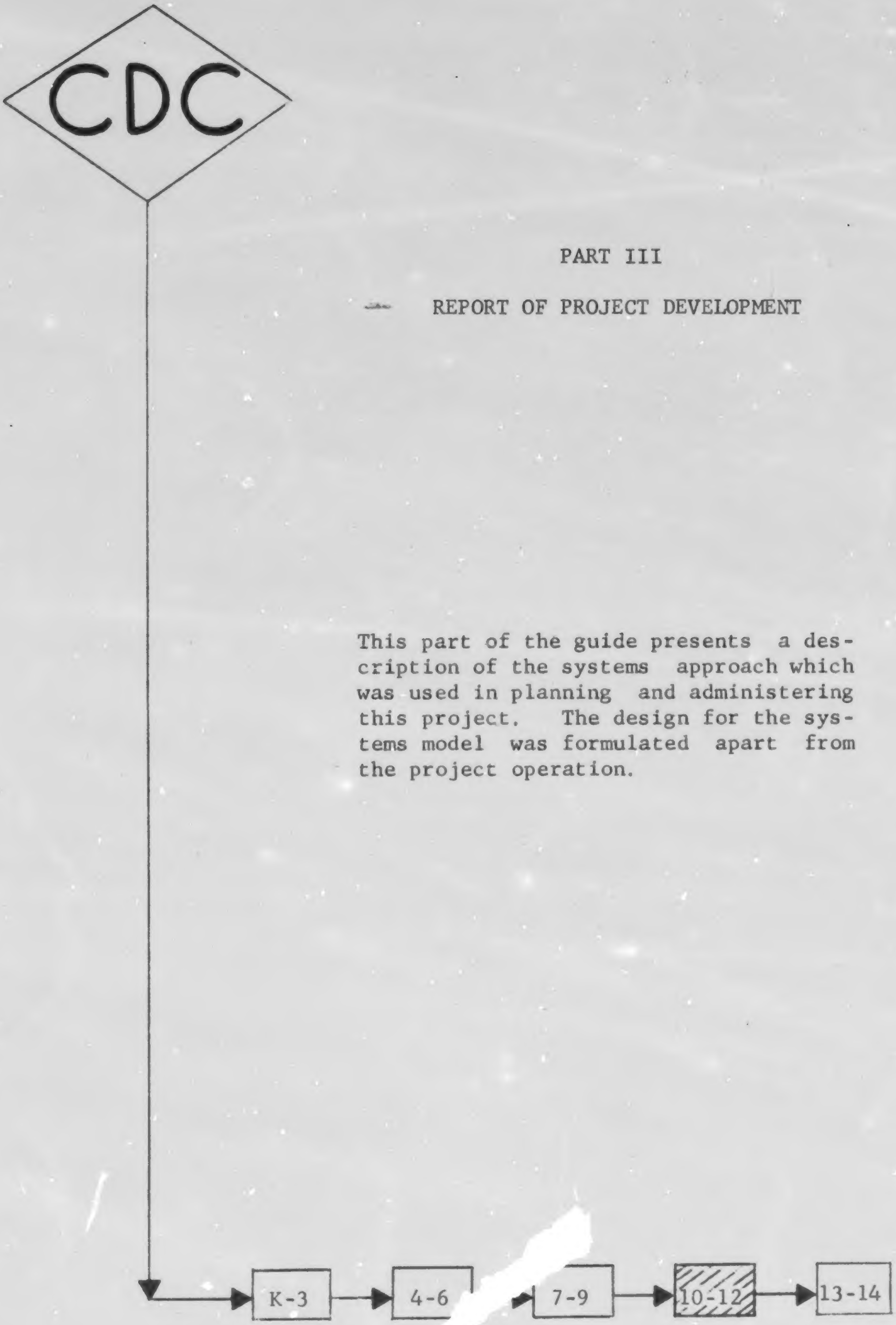
1. Have learners state what their present avocational interests are, and what hobbies they think they will pursue after they are out of school.

2. Have learners look up, in directories and newspapers, groups devoted to the pursuit of the hobbies which interest them. A person who enjoys garden work may find a garden club; a golf enthusiast may find a golf club.

3. Have learners state advantages of doing things, in groups of people who are similarly inclined. Examples: one learns of new techniques; one may enter competitions; one has a common ground for friendships; and one has feedback and criticism on one's own activities.

Evaluation

Each learner will relate two values of cooperative efforts in achieving goals for common good.



PART III

REPORT OF PROJECT DEVELOPMENT

This part of the guide presents a description of the systems approach which was used in planning and administering this project. The design for the systems model was formulated apart from the project operation.

PART III

REPORT OF PROJECT DEVELOPMENT

The Hawaii Career Development Continuum Project was initiated in April, 1972 in response to a recognized need for a statewide conceptual framework with implementing guidelines for a comprehensive program of vocational guidance and career development. The project mission was the design of a conceptual framework for a career development continuum from Kindergarten through Grade 14, and the production of curriculum guides for four grade levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12. It is recognized that the omission of the career development curriculum guide for Grades 13 and 14 constitutes a major gap in the total system design for delivery of career development experiences which meet the needs of children and youth in the State. Until a curriculum guide in career development for Grades 13 and 14 is completed, the conceptual model of the career development continuum cannot be implemented completely.

A systems approach was implemented in planning and conducting the Hawaii Career Development Continuum Project. It was intended that by using a systematic approach in conducting the Project the result would be the accomplishment of goals to meet the needs of the learners and the community by making the best possible utilization of available resources at the most desirable cost-benefit ratios. It also was intended that the systems approach in conducting the Project would result in a unified whole for delivery of career development to Hawaii's schools. The delivery system incorporates teacher training, counselor preparation, administrator training, materials development, and a curriculum.

Implementation of the systems approach for planning and conducting the Hawaii Career Development Continuum Project was accomplished by adapting the generalized systems model which was developed by Ryan in 1965 and subsequently used by Ryan in connection with development of models for vocational education, counseling and guidance, and corrections. Ryan's generalized model is explained in detail in a number of publications, including the following:

> Systems design in the development of counseling and guidance programs. Personnel and Guidance Journal, 1970, 49, 39-45. (With R. E. Hosford)
>
> Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.
>
> Organization and administration of guidance services. Danville, Illinois: Interstate Printers and Publishers, 1972. (With F. R. Zeran)

Implementation of the generalized model involved a seven step process:

1. Analysis of the existing situation;

2. Establishment of a philosophy;

3. Assessment of needs;

4. Definition of goals, subgoals, and objectives;

5. Formulation of a plan;

6. Production and implementation of curriculum guides;

7. Evaluation of process and products.

A flowchart model showing the sequence and relationships of the seven steps implemented in conducting the Hawaii Career Development Continuum Project is given in Figure 5.

ANALYZE REAL LIFE ENVIRONMENT (1.0)

Inspection of Figure 5 reveals that the first step taken was the analysis of the real life situation. Action on the Hawaii Career Development Continuum Project was initiated April 26, 1972. The first of May all project resources were directed to making an analysis of the existing situation. This involved identifying the setting, determining the nature of existing program and related training activities, and identifying the characteristics of the target population. It was deemed essential to determine at the onset personnel and programs related to career development in the schools and the community; to determine the status and projections for the comprehensive guidance program plan; and to describe the needs and characteristics of the learner population. This was accomplished by gathering information from school personnel, teacher-counselor-administrator, training personnel, community groups, employer/labor organizations, parents, and learners. The result of this analysis was a definition of the existing situation in Hawaii, so a system of delivery of career development services could be built upon and integrated with programs already in operation.

The analysis revealed strengths and weaknesses. It was found that guidance in the schools of Hawaii had been a matter of concern for several decades. The State Department of Education and the State and Territorial Legislatures had focused attention on the guidance program and counseling services over the years in an effort to achieve continuing improvement, to better meet the needs of the children and youth, and to contribute to the social well-being of the state.

The 1970 Annual Report of Program of Guidance, Counseling, and Testing in the State of Hawaii documented the lack of a statewide conceptual framework for guidance and pointed to areas of weakness in counseling services. The Program Planning and Budgeting System evaluation of guidance showed major emphasis in counseling was being placed on individual counseling at the cost of failure to reach all learners. Little counseling time was being devoted to liaison with agencies, consultative

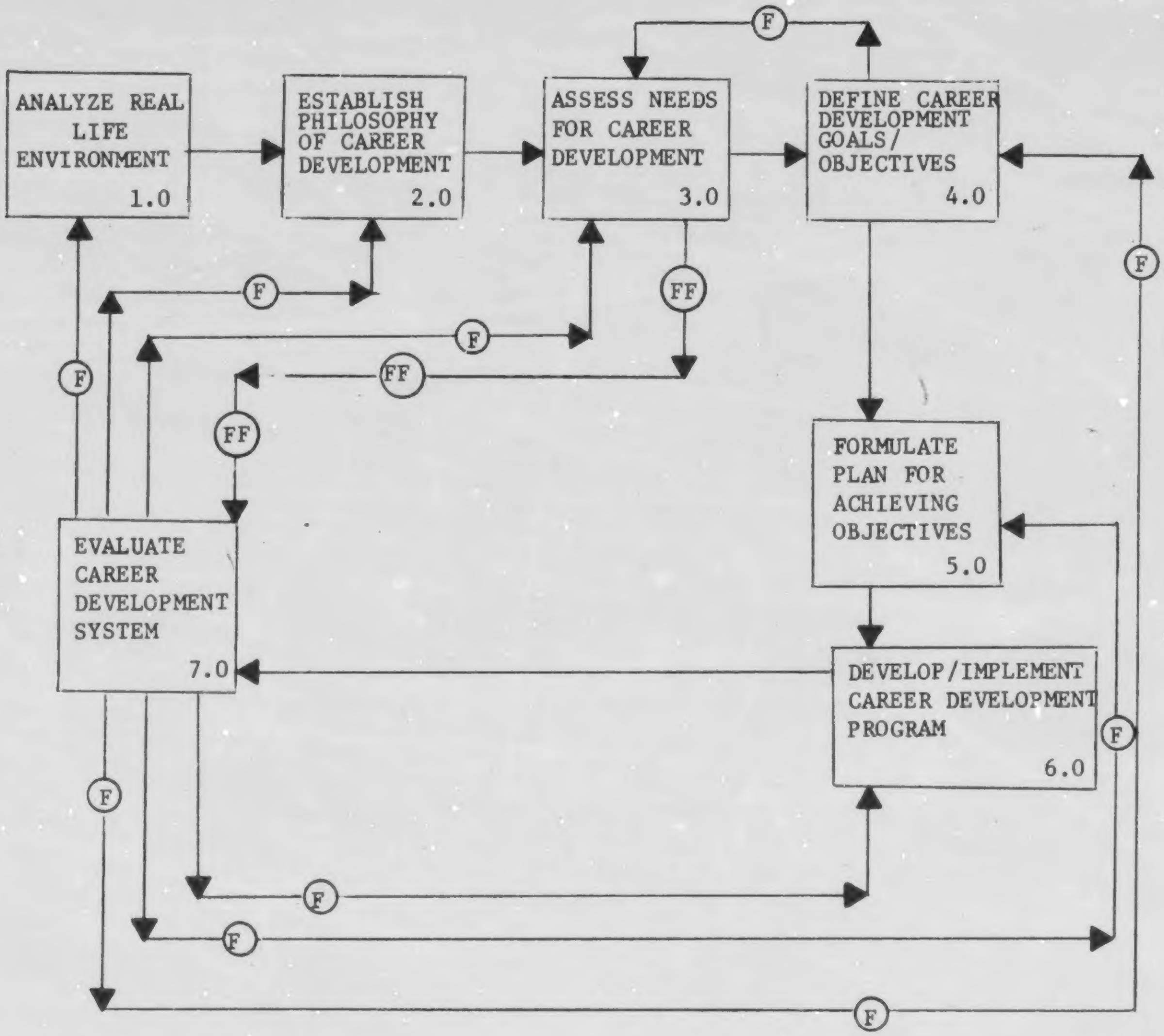

ANALYZE REAL LIFE ENVIRONMENT 1.0
ESTABLISH PHILOSOPHY OF CAREER DEVELOPMENT 2.0
ASSESS NEEDS FOR CAREER DEVELOPMENT 3.0
DEFINE CAREER DEVELOPMENT GOALS/ OBJECTIVES 4.0
FORMULATE PLAN FOR ACHIEVING OBJECTIVES 5.0
DEVELOP/IMPLEMENT CAREER DEVELOPMENT PROGRAM 6.0
EVALUATE CAREER DEVELOPMENT SYSTEM 7.0
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Figure 5
System for Conducting
Hawaii Career Development Continuum Project*

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*Adapted from generalized system model developed by T. A. Ryan. For more complete description of the model, see Educational management by systems techniques in corrections. *Educational Technology*, 1972, *12*, 18-26.

work with instructional personnel, group work with learners to help them in self-concept development, and educational and vocational decision-making.

A 1971 Hawaii State Counselors Association survey revealed that much of the school time of the certified counselors was being used in activities other than counseling, consulting, and coordination. The Intermediate Task Force of the Youth Services Committee of the Mental Health Association reported in June, 1971 that (1) the description of the role and function of counselor varied from state to district to school level, and also varied from school to school; (2) the referral system was inadequate; (3) counselor knowledge of community agencies was uneven; and (4) counselors were devoting unequitable amounts of time to non-counseling related clerical duties. In May, 1972, in testimony regarding program planning and budgeting recommendations for guidance and counseling, the Superintendent of the Department of Education noted the need to develop a statewide guidance program in educational/career development.

Analysis of the situation revealed lack of a strong articulation across grade levels, and integration across disciplines was not complete. The training and preparation of teachers, administrators, and counselors were not completely related to the school situation and program activities. The Program Planning and Budget System Evaluation revealed that instruction and dissemination of educational and vocational information were not adequate to reach all learners. It was found that only 16 percent of the intermediate schools and 26 percent of the high schools regularly provided units on the world of work in the curriculum.
Only 6 percent of the intermediate schools and 10 percent of the high schools regularly included visitations to observe work situations. None of the intermediate schools and only 13 percent of the high schools regularly had parent participation in educational/career conferences. In the intermediate schools, only 3 percent provided regular instruction on admissions, financial aid, and employment. None of the intermediate schools regularly scheduled career conferences.

The analysis revealed a lack of complete coordination of services related to orientation, to educational and occupational requirements and opportunities, despite the stipulation in the Hawaii Foundation Program for a coordinated and complete program in these areas. It was found that instruction, guidance, and administrative functions in the schools were not totally integrated.

The initial analysis revealed that all learners in the state were not being equipped with the knowledge, skills, and attitudes required for maintaining healthy social relationships, achieving self-realization, implementing civic responsibilities, and becoming economically efficient. Not all learners were developing the communication, interpersonal relationship, decision-making, occupational and problem-solving skills needed for achieving satisfying and productive social and economic life roles.

The analysis revealed strengths as well as weaknesses. It was found that efforts were being made which coincided with or were compatible with career development. A world of work vocational guidance program in junior high schools was being offered. Guidance units in secondary schools were being included, usually in vocational-technical courses. Elective or required courses in guidance were being included in the secondary curriculum in some schools. Curriculum guidelines were developed for upper elementary and intermediate grades. Two resolutions passed in 1972, H.R. 97 and H. C. R. 16, recognized the need for a comprehensive counseling and guidance program which would include vocational-technical counseling and occupational-college guidance. A comprehensive guidance program for the state was being developed by the Task Force on Guidance and Counseling.

The analysis resulted in identifying many bits and pieces of career development being implemented in programs of elementary and secondary schools. The major problem was a lack of coordination. The need was for articulation across levels and integration across areas. This analysis of the existing situation constituted the first step in implementing a systems approach to conducting the Hawaii Career Development Continuum Project, and provided the basis for designing a conceptual model with implementing guides which would build on the strengths of the existing system and at the same time overcome weaknesses or bridge gaps inherent in the operation.

ESTABLISH PHILOSOPHY (2.0)

The flowchart model in Figure 5 shows the second step of the Project was the establishment of a philosophy. This resulted in the rationale which is presented in Chapter II. The essence of the philosophy is expressed in a set of basic assumptions about the learner, the nature of career development, effective interventions to achieve career development, and the environment in which career development is realized. These assumptions are:

> Every individual has the right to develop to the maximum his/her capacity for considered risk-taking.
>
> Every individual has the right to clarify and refine his/her knowledge about self and his/her aspirations through planned assessment and evaluation.
>
> Every individual has the right to gain a clear understanding of careers, have an opportunity to explore career options, and be prepared for career implementation.
>
> Every individual has the right for participation in various skill activities before making decisions concerning specific skill area.

Every individual has the right to develop a clear understanding of the relationship between the educational process and career development.

Career development is a process of individual growth to vocational maturity and self-identity.

Career development is an ongoing process from infancy through maturity.

Career development is subject to modification to facilitate the development of self- and career-identity.

Career development is implemented through career awareness, career exploration and goal-setting, skill preparation, placement, and follow-up.

Career development is concerned with self, civic, social, and economic development.

Effective interventions focus on interaction of academic and vocational education, guidance and work experience.

Effective interventions include inputs from learners, school personnel, parents, community groups, labor, industry, and business.

Effective interventions provide activities according to the individual's developmental level.

Effective interventions provide an opportunity to articulate facets of particular jobs and to expand this knowledge to other careers.

Effective interventions provide an opportunity for participation in group learning and guidance.

Effective interventions are part of a total curriculum which is totally articulated and integrated, laterally across school and community, involving all departments, and vertically from pre-school through adult education.

Preparation for work is a major objective of education.

Rapid technological and social change will continue to make it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

ASSESS NEEDS (3.0)

The third step (See Figure 5) in the systems approach to operation of the Hawaii Career Development Continuum Project consisted of a needs assessment.

Any program must be developed to meet existing needs. It was essential to determine what was needed in order to make the ideal career development program become a reality. The needs assessment was made by processing information from students, school personnel, parents, and community groups to determine the extent to which beliefs expressed in the philosophy were being implemented in the existing program of activities.

This was accomplished by comparing the existing situation, depicted in the analysis of the real life environment (1.0) with the ideal situation, as conceptualized by the set of beliefs or assumptions establishing the basic frame of reference or philosophy of career development (2.0). When this comparison of real against ideal was made for Hawaii, a set of needs emerged.

The needs assessment revealed gaps in the existing vocational guidance, vocational-technical education, and academic areas. There was a lack of clear definition of the counselor role. There was a lack of a systematic structure relating administration, instruction, and guidance to produce career development for all children and youth in the state. Guidance was not geared to total person development. The system of education in Hawaii was not tightly interrelated across disciplines. The articulation from level to level was not adequate. Learning activities were not adapted to developmental levels of all learners. The resources of school and community were not directed in a systematic fashion toward achievement of career development goals. The selection of goals, analysis of goals to establish priorities, and selection of most efficient and acceptable strategies for achieving career development goals were not being done systematically. There was a lack of a planned program to integrate and combine elements of self-appraisal, self-understanding, educational planning, academic preparation for work, attitudes toward work, and occupational exploration.

The Hawaii Foundation program for the public schools of the state mandates that each school shall provide academic and occupational orientation activities. This ideal was not being realized in all the schools. The counseling services were constrained by lack of a comprehensive plan for career development, lack of supportive instructional programs in career development, and inadequate professional preparation and experience.

DEFINE GOALS (4.0)

The fourth step (See Figure 5) in the systems approach to the Hawaii Career Development Continuum Project was the definition of goals. The definition of the goals was accomplished by looking at needs, and deciding what must be accomplished to satisfy the assessed needs. Goals were defined to reflect desired outcomes in terms of both program and individual. These broadly defined goals were translated to subgoals and objectives.

In the Hawaii Career Development Continuum Project, two sets of goals and objectives were defined. The program goals were expressed in terms of the project purpose, with implementing objectives. The product goals were defined in terms of expected outcomes for the individuals in grades K through 14 who will experience the career development interventions.

Project goals

The program goals were defined by two major purposes with implementing objectives:

Purpose 1: Design of conceptual model for a career development continuum, K-14

Objective 1. To assess present status and practices relating to career development and vocational guidance, K-14, in Hawaii public schools.

Objective 2. To review and study latest developments and trends in vocational guidance and determination of applicability of these elements to the Hawaii model.

Objective 3. To study the existing organizational structure for vocational guidance and related practices to determine appropriateness for inclusion in the Hawaii conceptual model.

Objective 4. To evaluate the foundation program in terms of the approach to vocational guidance and career development.

Objective 5. To identify elements and relationships which combine to create a career development, K-14, continuum.

Objective 6. To synthesize elements into a statewide, systematic career development model.

Purpose 2: Production of implementation guides for career development, K-14

Objective 1. To identify existing curriculum guides and multi-media approaches to career development learning.

Objective 2. To relate existing guides to the conceptual model of career development.

Objective 3. To identify elements for delivery systems of career development at K-3, 4-6, 7-9, 10-12, and 13-14 levels.

Objective 4. To synthesize prototype curriculum guides for career development, K-3, 4-6, 7-9, and 10-12. Prototype guides for 13-14 will be developed to complete the sequence.

Objective 5. To try out guides in selected situations.

Objective 6. To evaluate guides prior to full scale implementation developed through an iterative process of analysis and synthesis. A work conference, held in June 1972, was devoted to the initial definition of goals and subgoals of career development for the children and youth of Hawaii. Subsequent work sessions, devoted to operationalizing the subgoals, resulted in the definition of learner objectives to implement each subgoal.

Career development goals

Four major goals compatible with the framework of developmental tasks were identified as essential to the achievement of a healthy career development of the individual: (1) achievement of self-realization; (2) development of capability to maintain social relationships; (3) development of capability to fulfill civic responsibility; and (4) development of capacity to achieve economic efficiency through producer and consumer roles. The goals, subgoals, and objectives developed for the five developmental levels--K-3, 4-6, 7-9, 10-12, and 13-14, are described in Part I, Chapter IV.

FORMULATE PLAN (5.0)

Inspection of Figure 5 shows the fifth step in the systems approach to the Hawaii Career Development Continuum Project was the identification and evaluation of alternatives to accomplish the project purposes and objectives. Once goals and objectives were defined, alternative means for achieving the desired outcomes had to be identified. The alternatives were evaluated in terms of costs and benefits, so the procedures most likely to optimize outcomes would be implemented. In formulating a plan, it was essential to consider resources as well as constraints in the existing situation. The idea was to make optimum utilization of resources, and to find feasible ways for overcoming obstacles in the way of efficient project operation. It was important to think of tradeoffs which could be made. The end result of formulating a plan was the organization for delivering a career development continuum to implement the product goals, subgoals, and objectives defined in (4.0) (See Figure 5) to achieve career development of individual learners in the schools of Hawaii. The conceptual model and delivery system design which were developed are presented in Part I, Chapter III.

IMPLEMENT PROGRAM (6.0)

Examination of Figure 5 reveals seven steps in the systems approach to conduct the Hawaii Career Development Continuum Project. The first five steps were completed between May 1, 1972 and December 31, 1972. The first efforts to carry out Step 6, Development and Implementation of the Program, began January 1, 1973. The sixth step in the systems approach for delivery of career development services in Hawaii was concerned with operationalizing the plan developed in (5.0). In essence, the first five steps were concerned with program development. The sixth step was concerned with program operation, which was accomplished by carrying out the activities specified in the plan for delivery of services. This entailed the design of curriculum guides, and use of hardware, software, methods, and techniques according to the specifications in the guides. The development of materials and training of personnel will be accomplished in Phase III of the Career Development Continuum Project. The development of prototype curriculum guides for levels K-3, 4-6, 7-9, and 10-12 was accomplished between January 1, 1973 and June 30, 1974.

EVALUATE PROGRAM (7.0)

Inspection of Figure 5 reveals that evaluation is the last step in the systems approach to program operation. Evaluation is the process of assessing the effectiveness or worth of a planned intervention. This is accomplished by determining the extent to which a purposefully contrived program achieves its objectives, and by relating the achievement of objectives to program variables. Evaluation points up strengths and weaknesses in the program, and provides the basis for continuing improvement. Both summative and formative evaluation are essential.

In the Hawaii Career Development Continuum Project, evaluation is built into the delivery system design to provide for a) continuing monitoring of the career development interventions in the schools, and b) direct and continuing revision of curriculum guides. The career development continuum is evaluated in terms of its effectiveness in preparing children and youth of Hawaii to be fully functioning, productive members of society. These are individuals who have achieved self-fulfillment, are capable of maintaining self and dependents, are responsible to the demands of citizenship, and are capable of establishing and maintaining healthy social relationships. The career development curriculum is designed to achieve this through implementation of a career development continuum extending across levels from Kindergarten through Grade 14. Since no single school or specific area is responsible for the entire process, evaluation of the effectiveness of the curriculum requires continuing evaluation of 1) inputs to the system, 2) the process of planned interventions, 3) outputs from the system, and 4) long-term outcomes of the system.

The measurement of inputs is made prior to implementing the curriculum in a school situation. These measurements establish the knowledge, skills, and attitudes or values related to career development which the learners have before the curriculum is introduced. Other input factors which are measured include educational resources allocated to implement the curriculum needs, resources and employment opportunities in the community.

The evaluation of process is made at each stage of the curriculum; K-3, 4-6, 7-9, 10-12. It includes rating of the content, methods, techniques, hardware, software, community participation, and information dissemination. The curriculum guides are evaluated on the extent to which the guides are considered worthwhile to use, adequate in content coverage, easy to understand, easy to use, and relevant to career development.

Outputs are knowledge, skills, and attitudes of learners as they progress through the system. The outputs from the career development curriculum are the knowledge, skills, and attitudes defined by the career development subgoals. The outputs from one level become inputs to the next level. Outputs from the K-3 level become the inputs to the 4-6 level; outputs from the 4-6 level become inputs to the 7-9 level; outputs from the 7-9 level become inputs to the 10-12 level; and outputs from the 10-12 level become inputs to the labor market, level 1[illegible]14, or higher education. At each level measurement or evaluation must be made, at the conclusion of the career development curriculum for that level, to determine the knowledge, skills, and attitudes of the learners in relation to the subgoals of career development.

Outcomes are the long-term results of career development. They are the interactions of outputs with the environment, and are measured in terms of the success with which the individuals cope with the environment. Outcomes refer to the total career development curriculum. The outcomes of a career development curriculum should be job success, job satisfaction, personal fulfillment, meeting one's responsibilities as a citizen, and maintaining healthy social relationships in the home, on the job, and in the community.

Evaluation is a process, not a single event. Any process extending over any period of time demands coordination and logical organization. Evaluation is based on information collected through use of standardized instruments, informal tests, observation, or interview. The information is intended to give an idea of what actually exists, and this is compared against the desired outcomes as defined by the program goals and objectives. Evaluation is designed to direct future changes, developments, and improvements, and provides the basis for decision-making.

Categories of information relevant to evaluation of input, output, and process have been defined for the Career Development Continuum Project and include the following:

1. Input and output variables: learner knowledge, skills, and attitudes

    Knowledge of self
    Knowledge of careers
    Knowledge of career options
    Understanding decision-making process
    Understanding relationship between education and work
    Understanding occupational classification
    Understanding the importance of rules and regulations
    Skill in making realistic career choices
    Skill in goal-setting
    Skill in value-clarification
    Skill in job-seeking
    Skill in interpreting feelings of others in a group
    Appreciation for the worth and dignity of work

2. Process variables

    Teacher participation
    Counselor participation
    Parent participation
    Administrator participation
    Community participation

Facilities
Hardware
Software
Program content
Methods and techniques
Time

The sources from which information can be gathered include the following:

Learners
Teachers
Counselors
Administrators
Parents
Employers

The instruments and techniques for collecting information include:

Oral quizzes for learners in Kindergarten to Grade 3, to measure knowledge, skills, and attitudes
Objective tests for learners in Grades 4 to 12, to measure knowledge, skills, and attitudes
Questionnaires to measure participation of teachers, counselors, administrators, parents, and community
Questionnaires to rate facilities
Questionnaires to rate hardware and software
Questionnaires to assess program content
Questionnaires to assess methods and techniques
Questionnaires to measure time.

Evaluation of Career Development Continuum Phases I and II

Evaluation of Phases I and II of the Hawaii Career Development Continuum Project was made through self-evaluation and outside audit to determine the extent to which the purposes were achieved. Two purposes were defined for the Project: 1) development of a conceptual model; and 2) designing of prototype curriculum guides for kindergarten to grade 3, grades 4-6, grades 7-9, and grades 10-12.

Continuous evaluation is a necessary and important factor in achieving the goal of aiding learners in becoming fully functioning persons capable of realizing successful career development, and must continue to be an integral part of the Hawaii Career Development Continuum.

Evaluation of Conceptual Model

An objective, outside evaluation of the conceptual model was made by two independent evaluators. Additional self-evaluation was made by a team of three project staff members. Evaluative criteria were defined as: 1) quality of conceptualizing ideas, and 2) adequacy of presenting the model. An objective rating form was completed by each evaluator.

Evaluation results and comments were analyzed and formed the basis for revision of the conceptual model by project staff members.

Evalution of Curriculum Guides

The four prototype curriculum guides were pilot tested at all grade levels in three school settings in Hawaii: Kaimuki, Konawaena, and Waianae. A total of 40 teachers and counselors participated in the pilot test. Pilot test results were returned to project staff, who in turn, analyzed the results, and incorporated refinements and revisions into the four curriculum guides.

The results of the outside and self-evaluations were combined with results of the pilot test and were used to make adjustments and revisions in the subgoals, objectives, learning experiences, and measurement procedures specified in the prototype guides.

APPENDICES

SUPPLEMENTARY MATERIALS

The appendices contain three sections: a) listings of sources for obtaining materials to implement career development learning experiences; b) a glossary of terms; and c) a subject index.

APPENDIX A

SOURCES FOR OBTAINING MATERIALS

A-1 Career Education Bibliography A-5

A-2 Career Education Periodicals A-17

A-3 Career Education Kits and Games A-19

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APPENDIX A-1

CAREER EDUCATION BIBLIOGRAPHY

Listed below are some of the many career education resources available today. This is not a comprehensive listing of available materials, but it does include some of the most utilized and useful resources available to teachers. Whenever possible, ordering information and prices, effective in June, 1974, have been included.

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APPENDIX A-2

CAREER EDUCATION PERIODICALS

Abstracts of Instructional Materials in Vocational and Technical Education (AIM)
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

American Education ($4.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

American Vocational Journal ($4.00/year)
American Vocational Association, Inc.
1025 15th Street, N. W.
Washington, D. C. 20005

Business Education Forum
National Business Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20006

Beacon Magazine
Sturgis Printing Company
537 Ahui Street
Honolulu, Hawaii 96813

Career Education Digest ($10.00/yr.)
Education Properties, Inc.
P. O. Box DX
Irvine, California

Career Education News ($3.00/yr.)
McGraw Hill Institutional Publications
230 West Monroe Street
Chicago, Illinois

Career World ($2.95/yr)
Curriculum Innovations Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Industrial Education ($5.50/yr.)
CCM Professional Magazines
Box 1616
Riverside, New Jersey 08075

Inform
National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

Illinois Career Education Journal
1035 Outer Park Drive
Springfield, Illinois 62706

Manpower ($7.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Monthly Review
Bank of Hawaii
Financial Plaza of the Pacific
Honolulu, Hawaii 96813

Occupational Outlook Quarterly ($1.50/yr.)
U. S. Government Printing Office
Division of Public Documents
Washington, D. C. 20402

Science
American Association for the Advancement of Science
1515 Massachusetts Avenue
Washington, D. C. 20005

* Prices effective June, 1974.

APPENDIX A-3

CAREER EDUCATION KITS AND GAMES

The Acro-Rosen Career Guidance Series
(grades K-12)*
Arco Publishing Company, Inc.
219 Park Avenue, S.
New York, New York 10003
$59.95

Business Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Development (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$225.00

Career Exploratory Kit (grades 7-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Game (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$78.50

Career Information Kit (grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$246.00

DAT Career Planning Program
(grades 10-12)
The Psychological Corporation
304 East 45th Street
New York, New York 10017
$125.00

Deciding: A Leader's Guide
(grades 7-9)
Publication Order Department
College Entrance Examination
Board
Box 592
Princeton, New Jersey 08540
$2.00

Desk Top Career Kits
(senior high - $125.00,
junior high - $114.00)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Developing Understanding of
Self and Others (DUSO) Kits
(grades K-4)
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014
$95.00

Dynamic Consumer Decision-
Making (grades 9-12)
Educational and Consumer Re-
lations Department
J. C. Penney Company, Inc.
Avenue of the Americas
New York, New York 10019

Focus on Self-Development
(grades K-6)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822

Hello World! (grades 7-12)
Field Educational Publications,
Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

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*Suggested grade levels follow each title.
Prices effective June, 1974.

A Highway to Work and Play (grades K-6)
McKnight Publishing Company
Dept. EB
Box 854
Bloomington, Illinois 61701
$32.00/level - 6 levels

Job Experience Kits (grades 8-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$140.00

Life Career Game (grades 7-12)
Educational Materials Center
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
$6.00

Motivation for Career Success
(grades 7-12)
Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

Occupational Exploration Kit
(grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$123.00

Professional Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02197
$75.00

Search for Values (grades 9-12)
Pfloum/Standard
38 West Fifth Street
Dayton, Ohio 45402
$45.00

Widening Occupational Roles Kit
(WORK) Program (grades 6-9)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$180.00

APPENDIX A-4

SOURCES FOR OBTAINING INFORMATION ON SPECIFIC OCCUPATIONS

This section is divided into two parts: Section a lists titles of some of the commercially available materials dealing with specific occupations; Section b lists, by occupational cluster, some of the organizations from which information can be obtained.

Section a SOURCES OF INFORMATION ON SPECIFIC OCCUPATIONS

"Career Information Kit"
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$232.00

"Career Profiles" (450 careers)
Vocational Biographies, Inc.
Sauk Center, Minnesota 56378
$180.30

"Career Resource Bibliographies"
National Career Information Center
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009
$25.00/annually

Concise Handbook of Occupations
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$21.95

A Guide to Occupations in Hawaii
Christine Sakaguchi (ed.)
Career Information Center
707-A Waikamilo Road
Honolulu, Hawaii
(841-4555)

Handbook of Job Facts (300 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$5.60

"Occupational Briefs" (80 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$41.50/annually

"Occupational Profiles"
(14,000 careers)
Johnson Publishing Company
428 South Wilbur
Mesa, Arizona 85202
$25.00

On The Job (65 careers)
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$7.95

"Popeye the Sailor Career
Awareness Booklets"
King Features
235 East 45th Street
New York, New York 10017
15 booklets, $ .25/each

Section b SOURCES OF INFORMATION ON OCCUPATIONAL CLUSTERS

AGRI-BUSINESS AND NATURAL RESOURCES

American Dairy Association
20 North Wacker Drive
Chicago, Illinois 60606

American Forestry Association
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

American National Cattlemen's Assoc.
1001 Lincoln Street
Denver, Colorado 80201

American Society of Agronomy
677 South Segoe Road
Madison, Wisconsin 53711

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

National Association of County
Agricultural Agents
506 County Administration Building
Atlanta, Georgia 30303

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Wildlife Federation
1412 Sixteenth Street, N. W.
Washington, D. C. 20036

Soil Conservation Society of America
7515 Ankeny Road
Ankeny, Iowa 50021

BUSINESS AND OFFICE OCCUPATIONS

Accounting Careers Council
National Distribution Center
P. O. Box 650, Radio City Station
New York, New York 10019

American Institute of C.P.A.'s
666 Fifth Avenue
New York, New York 10019

American Statistical Association
810 Eighteenth Street., N. W.
Room 703
Washington, D. C. 20006

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

National Business Career Center
3839 White Plains Road
New York, New York 10467

National Business Education
Association
P. O. Box 17402
Washington, D. C. 20041

National Secretaries Association
616 East 63rd Street
Kansas City, Missouri 64110

National Small Business Association
Education Committee
1225 Nineteenth Street, N. W.
Washington, D. C. 20036

Office Education Association
20 Leland Avenue
Columbus, Ohio 43214

COMMUNICATIONS AND MEDIA

Advertising Federation of America
655 Madison Avenue
New York, New York 10021

American Association of Advertising
Agencies, Inc.
200 Park Avenue
New York, New York 10017

American Newspaper Publishers
Association
750 Third Avenue
New York, New York 10017

American Photoengravers Association
166 West Van Buren Street
Chicago, Illinois 60604

American Telephone and Telegraph
195 Broadway
New York, New York 10002

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20006

Graphic Art Industry, Inc.
Education Council
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

National Alliance of Television
Associations
5908 South Troy Street
Chicago, Illinois 60629

National Association of Broadcasters
1771 N Street, N. W.
Washington, D. C. 20036

Newspaper Comics Council, Inc.
260 Madison Avenue
New York, New York 10016

Printing Industries of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

Professional, Commercial and
Industrial Markets Division
Eastman Kodak Company
Rochester, New York 14650

Professional Photographers of
America, Inc.
1090 Executive Way
Des Plaines, Illinois 60018

Sigma Delta Chi
Professional Journalistic
Society
35 East Waker Drive
Chicago, Illinois 60601

CONSTRUCTION

Associated General Contractors
of America, Inc.
1957 E Street, N. W.
Washington, D. C. 20006

American Society of Civil
Engineers
345 East 47th Street
New York, New York 10017

General Building Contractors
Association, Inc.
#2 Penn Center Plaza, Suite 1212
Philadelphia, Pennsylvania 19102

National Electrical Contractors
Association
1220 Eighteenth Street, N. W.
Washington, D. C. 20036

Painting and Decorating Contractors Association of America
2625 West Peterson Avenue
Chicago, Illinois 60605

National Society of Professional
Engineers
2029 K Street, N. W.
Washington, D. C. 20006

CONSUMER AND HOMEMAKING EDUCATION

American Home Economics Association
1600 Twentieth Street, N. W.
Washington, D. C. 20009

National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

ENVIRONMENT

American Association of Nurserymen, Inc.
835 Southern Building
Washington, D. C. 20005

American Congress on Surveying and Mapping
Woodward Building
Washington, D. C. 20005

American Forestry Association
1319 18th Street, N. W.
Washington, D. C. 20036

American Geological Institute
2201 N Street, N. W.
Washington, D. C. 20037

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

American Society for Horticulture Science
P. O. Box 109
St. Joseph, Michigan 49085

American Society of Range Management
Box 133302
Portland, Oregon 97213

Association of American Geographers
1146 Sixteenth Street, N. W.
Washington, D. C. 20036

Botanical Society of America
Department of Botany
Indiana University
Bloomington, Indiana 47401

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, Colorado 80225

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

Soil Conservation Society of America
7515 N. E. Ankeny Road
Ankeny, Iowa 50021

FINE ARTS AND HUMANITIES

American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

American Music Center
2109 Broadway, Suite 1579
New York, New York 10023

American Society of Composers,
Authors and Publishers
575 Madison Avenue
New York, New York 10022

Art Directors Club
488 Madison Avenue
New York, New York 10022

National Art Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Society of Interior
Designs, Inc.
157 West 57th Street, Suite 700
New York, New York 10019

Retail Jewelers of American, Inc.
1025 Vermont Avenue, N. W.
Washington, D. C. 20005

HEALTH

American Academy of Pediatrics
P. O. Box 1034
Evanston, Illinois 60204

American Association for Health,
Physical Education and
Recreation
1201 Sixteenth Street
Washington, D. C. 20036

American Chemical Society
1155 Sixteenth Street, N. W.
Washington, D. C. 20036

American Chiropractic Association
2200 Grand Avenue
Des Moines, Iowa 52804

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists
Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Institute of Chemical
Engineers
345 East 47th Street
New York, New York 10017

American Institute of Biological
Sciences
3900 Wisconsin Avenue, N. W.
Washington, D. C. 20016

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

HEALTH (continued)

American Occupational Therapy
Association
251 Park Avenue South
New York, New York 10010

American Optical Company
Box 1
Southbridge, Massachusetts 01551

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Osteopathic Association
212 East Ohio Street
Chicago, Illinois 60611

American Pharmaceutical
Association
1156 Fifteenth Street, N. W.
Washington, D. C. 20005

American Podiatry Association
3301 16th Street, N. W.
Washington, D. C. 20010

American Psychological Association
9650 Rockville Pike
Betheseda, Maryland 20014

American Society for Microbiology
1913 I Street, N. W.
Washington, D. C. 20006

American Society for Pharmacology
and Experimental Therapeutics
9650 Rockville Pike
Bethesda, Maryland 20014

American Society of Biological
Chemists
6950 Wisconsin Avenue, N. W.
Washington, D. C. 20014

American Society of Clinical
Pathologists
Registry of Medical Technologists
P. O. Box 4872
Chicago, Illinois 60680

American Society of Medical
Technologists
Hermann Professional Building,
Suite 1600
Houston, Texas 77025

American Speech and Hearing
Association
Washington, D. C. 20014

National League for Nursing
10 Columbus Circle
New York, New York 10019

Manufacturing Chemists Association
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

National Commission for Social
Work
Two Park Avenue
New York, New York 10016

HOSPITALITY AND RECREATION

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

MANUFACTURING

The Aluminum Association
420 Lexington Avenue
New York, New York 10017

American Society of Tool and
Manufacturing Engineers
20501 Ford Road
Dearborn, Michigan 48128

American Pharmaceutical
Association
2215 Constitution Avenue, N. W.
Washington, D. C. 20006

Manufacturing Chemists Association
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

The Metallurgical Society of
AIME
345 W.East 47th Street
New York, New York 10017

MARKETING AND DISTRIBUTION

American Apparel Manufacturers
Association, Inc.
200 K Street, N. W.
Washington, D. C. 20006

American Management Association
American Management Association
Building
135 West 50th Street
New York, New York 10020

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

National Association of Purchasing
Management
11 Park Place
New York, New York 10007

Retail Selling
C. Burns Marvil
Department of Public Instruction
Dover, Delaware

Rochester Institute of Technology
Box 3404
Rochester, New York 14714

Sales and Marketing Executives
International
630 Third Avenue
New York, New York 10017

Sears Consumer Information Services
Public Relations, Dept. 703
303 East Ohio Street
Chicago, Illinois 60611

MARINE SCIENCE

American Fisheries Society
1040 Washington Building
15th Street and New York
Avenue, N. W.
Washington, D. C.

American Society for Oceanographers
Marine Technology Society
1730 N Street, N. W., Suite 412
Washington, D. C. 20036

PERSONAL SERVICES

Associated Master Barbers and
Beauticians of America
219 Greenwich Road
Charlotte, North Carolina 28211

National Beauty Career Center
3839 White Plains Road
Bronx, New York 10467

National Committee on Household
Employment
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

National Hairdressers and
Cosmetologists Association
175 Fifth Avenue
New York, New York 10010

PUBLIC SERVICE

Air Force Recruiting Office
1311 Kapiolani Boulevard
Honolulu, Hawaii 96814

American Bakers Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

American Bankers Association
Banking Education Committee
90 Park Avenue
New York, New York 10016

American Hotel and Motel
Association
221 West 57th Street
New York, New York 10019

American Library Association
50 East Huron Street
Chicago, Illinois 60603

American Red Cross
17th and D Streets
Washington, D. C. 20006

Army Recruiting Office
821 Mililani Street
Honolulu, Hawaii 96813

International Association of Chiefs
of Police
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

International Association of Fire
Fighters
905 Sixteenth Street, N. W.
Washington, D. C. 20006

Marine Corps Recruiting Office
1136 Union Mall, Room 105
Honolulu, Hawaii 96813

National Association of Real Estate
Boards
Department of Education
155 East Superior Street
Chicago, Illinois 60611

National Consumer Finance
Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

National Institute of Dry
Cleaning
909 Burlington Avenue
Silver Springs, Maryland 20910

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

National Funeral Directors
Association
135 West Wells Street
Milwaukee, Wisconsin 53203

Navy Recruiting Office
Bethel Pauahi Building, Rm. 300
Honolulu, Hawaii 96813

Society of Fire Protection
Engineers
60 Batterymarch Street
Boston, Massachusetts 02110

U. S. Civil Service Commission
Eighth and F Streets, N. W.
Washington, D. C. 204[illegible]5

TRANSPORTATION

Air Transport Association of
America
1000 Connecticut Avenue, N. W.
Washington, D. C. 20036

American Institute of Aeronautics
and Astronauts
1290 Avenue of the Americas
New York, New York 10019

American Trucking Association
1616 N Street N Street, N. W.
Washington, D. C. 20036

Automobile Manufacturers
Association
Automotive Information
320 New Center Building
Detroit, Michigan 48202

Automotive Service Industry
Association
230 North Michigan Avenue
Chicago, Illinois 60601

Federal Aviation Administration
Department of Transportation
Washington, D. C. 20590

National Automobile Dealers Association
2000 K Street, N. W.
Washington, D. C.

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

APPENDIX A-5

SOURCES OF CAREER EDUCATION BOOKS, PAMPHLETS AND LEAFLETS

AFL-CIO
815 16th Street, N. W.
Washington, D. C. 20006

American Collectors Association
4040 W. 70th Street
Minneapolis, Minnesota 55435

American College Testing Publications
330 East Washington Street
Iowa City, Iowa 52240

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Meteorological Society
45 Beacon Street
Chicago, Illinois 60611

Atlantic, Little and Brown
Boston, Massachusetts

Behavioral Publications, Inc.
2852 Broadway
New York, New York 10025

Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

B'nai B'rith Career and Counseling Service
1640 Rhode Island Avenue, N. W.
Washington, D. C. 20036

Book Jobbers Hawaii Inc.
805 Queen Street
Honolulu, Hawaii 96813

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York 10036

California State Department of Education
Sacramento, California 95814

Career Education Center, Harlandale Independent School District
3706 Roosevelt
San Antonio, Texas 78214

Career Information Center
707-A Waiakamilo Road
Hono[illegible]lu, Hawaii 96817
(841-4555)

Careers Inc.
P. O. Box 135
Largo, Florida 33540

The Channings
Box 552
Marion, Massachusetts 02738

Chelsea House Publishing Company, Incorporated
159 East Tremont Avenue
Bronx, New York 10453

Children's Press, Incorporated
1224 West Van Buren
Chicago, Illinois 60607

College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

Cooperative Extension Service
University of Maine
Orono, Maine 14473

Coward, McCann, and Geoghegan, Incorporated
200 Madison Avenue
New York, New York 10016

206

Cribben & Sexton Company
11100 Edison
Chicago, Illinois 60131

Dell Publishing Company, Incorporated
750 Third Avenue
New York, New York 10017

Dodd, Mead and Company, Incorporated
432 Park Avenue, South
New York, New York 10003

Doubleday and Company, Incorporated, School and Library Division
Garden City, New York 11530

Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602

Field Educational Publications, Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

General Learning Press
250 James Street
Morristown, New Jersey 07960

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Harcourt Brace & World Incorporated
757 Third Avenue
New York, New York 10017

Harvard University
School of Education
Cambridge, Massachusetts 02138

Hawaii Employers Council
2682 Waiwai Loop
Honolulu, Hawaii 96819

Hawaii State Department of Education
1390 Miller Street
Honolulu, Hawaii 96813

Hawthorn Books, Incorporated
70 Fifth Avenue
New York, New York 10003

Hill & Wang
19 Union Square West
New York, New York 10003

Honolulu Book Shops, Ltd.
1027 Bishop Street
Honolulu, Hawaii 96813

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

University of Hawaii
Manpower Development and Training
1040 South King Street
Honolulu, Hawaii 96814

Hunter Publishing Company
Winston-Salem, North Carolina 27100

Indiana University Press
Indiana University
Bloomington, Indiana 47401

Information Services, Inc.
Rochester, New York 14609

Instructional Dynamics Incorporated
166 East Superior Street
Chicago, Illinois 60611

The Interstate Printers and Publishers, Incorporated
19 North Jackson Street
Danville, Illinois 68132

Charles A. Jones Publishing Company
4 Village Green, S. E.
Worthington, Ohio 43085

King Features
Education Division
235 East 45th Street
New York, New York 10018

Alfred A.Knopf, Incorporated
201 East 50th Street
New York, New York 10022

Little, Brown, and Company
34 Beacon Street
Boston, Massachusetts 02106

Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

Lono Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Los Angeles City Unified School District
P. O. Box 3307
Los Angeles, California 90051

Lothrop, Lee, and Shepard Company
105 Madison Avenue
New York, New York 10016

Macmillan Company, Publishers
866 3rd Avenue
New York, New York 10022

Mafex Associates, Incorporated
Johnstown, Pennsylvania 15904

McGraw-Hill Company, Incorporated
750 3rd Avenue
New York, New York 10017

David McKay, Incorporated
750 3rd Avenue
New York, New York 10017

McKnight Publishing Company
Route 66 and Towanda Avenue
Bloomington, Illinois

Miami Dade Junior College
Miami, Florida 33132

Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467

Minnesota State Department of Education, Vocational Technical Division
Centennial Office Building
St. Paul, Minnesota 55101

William Morrow & Company, Incorporated
105 Madison Avenue
New York, New York 10016

National Association of Motor Bus Owners
1025 Connecticut Avenue
Washington, D. C. 20036

National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

National Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607

Ohio State University
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

University of Oklahoma
Department of Education
Norman, Oklahoma 73069

Omori Educational Services
1350 South King, Room, 301
Honolulu, Hawaii 96814

Oregon State Department of Education
Salem, Oregon 97301

G. P. Putnam's Sons
200 Madison Avenue
New York, New York 10016

The Ronald Press Company
79 Madison Avenue
New York, New York 10016

H. P. Ross, Ltd.
Room 224, Honolulu Merchandise
Mart Building
Honolulu, Hawaii 96813

Scholastic Book Services
259 East Erie Street
Chicago, Illinois 60611

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Charles C. Thomas, Publisher
301-27 East Lawrence Avenue
Springfield, Illinois 62703

University of Hawaii
Honolulu, Hawaii 96822

The Viking Press Incorporated
625 Madison Avenue
New York, New York 10022

Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017

Walston & Company, Incorporated
169 South King Street
Honolulu, Hawaii 96813

Franklin Watts, Incorporated
Subsidiary of Grolier
845 Third Avenue
New York, New York 10022

West Virginia State Board of
Vocational Education
Vocational Division
Charleston, West Virginia 25305

Western Publishing Company
850 Third Avenue
New York, New York 10022

Wonder-Treasure Books, Incorporated
51 Madison Avenue
New York, New York 10010

World Publishing Company
2231 West 110th Street
Cleveland, Ohio 44102

APPENDIX A-6

DISTRIBUTORS OF CAREER EDUCATION FILMS, FILMSTRIPS, SLIDES AND TRANSPARENCIES

Listed below are companies which have educational films, filmstrips, slides, or transparencies available for rental or purchase.* Following the list of companies is a sample listing of films available from some of the companies. Most companies will send a catalog which lists titles and purchase or rental prices upon written request.

Companies located in Honolulu are indicated by double asterisks (**) for ease of use.

SECTION 1

ABC Media Concepts
1001 N. Poinsettia Place
Hollywood, California 90046

A. B. Dick Co.
5700 W. Touhy Avenue
Chicago, Illinois 60648

Academy Films
748 N. Seward Street
Hollywood, California 90038

ACI Films, Inc.
35 West 45th Street
New York, New York 10036

Addressograph Multigraph Corp.
1200 Babbitt Road
Cleveland, Ohio 44117

AEBAC Inc.
500 Fifth Avenue
New York, New York 10036

AFL-CIO Film Division
815 Sixteenth Street, N. W.
Washington, D. C. 20006

Aims Instructional Media Services
P. O. Box 1010
Hollywood, California 90028

Alemann Films
P. O. Box 76244
Los Angeles, California 90005

ALESCO - American Library and
Educational Service
404 Sette Drive
Paramus, New Jersey 07652

All American Productions and
Publications
P. O. Box 91
Greeley, Colorado 80632

Alpha Corporation of America
115 Gaylord Street
Elk Grove Village, Illinois 60007

The Aluminum Association
750 Third Avenue
New York, New York 10017

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*Also see Educators Guide to Free Films and Educators Guide to Free Filmstrips available from Educators Service, Inc., Randolph, Wisconsin 53956.

American Book Company
55 Fifth Avenue
New York, New York 10003

American Educational Films
331 North Maple Drive
Beverly Hills, California 90210

American Hospital Association Film
Library
840 North Lake Shore Drive
Chicago, Illinois 60611

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Argus Films
801 North Seward Street
Los Angeles, California 90000

Associated Educational Materials
14 Glenwood Avenue
Raleigh, North Carolina 27602

Associated Films, Inc.
600 Madison Avenue
New York, New York 10022

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Atlantis Productions, Inc.
1252 La Granda Drive
Thousand Oaks, California 91360

Audio-Tutorial Systems
426 South Sixth Street
Minneapolis, Minnesota 55415

Audio-Visual Center
College of Education
University of Maine
Orono, Maine 04473

Audio-Visual Consultation Bureau
Wayne State University
Detroit, Michigan 48202

AV-ED Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, New York 14202

Avid Corporation
10 Tripps Lane
East Providence, Rhode Island 02814

Avis Films, Inc.
2408 West Olive Avenue
Burbank, California 91506

Bailey Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

Bank Street College of Education
103 East 125th Street
New York, New York 10035

Bear Films, Inc.
805 Smith Street
Baldwin, New York 11510

Bell and Howell Co.
Audiovisual Products Division
7100 North McCormick Road
Chicago, Illinois 60645

Benchmark Films, Inc.
516 Fifth Avenue
New York, New York 10036

Berkey Manhattan
222 East 44th Street
New York, New York 10017

Beseler Company
219 South Eighteenth Street
East Orange, New Jersey 07018

BNA Films
5615 Fishers Lane
Rockville, Maryland 20852

Bosustow Productions
1610 Butler Avenue
West Los Angeles, California 90025

Stanley Bowmar Co., Inc.
4 Broadway
Valhalla, New York 10595

Milton Bradley Company
Springfield, Massachusetts 01101

Brandon International Films, Inc.
221 West 57th Street
New York, New York 10019

Brigham Young University
Department of Motion Picture
Production
Provo, Utah 84601

Bro-Dart, Inc.
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Buckingham Enterprises, Inc.
160-08 Jamaica Avenue
Jamaica, New York 14432

Charles Cahill and Associates, Inc.
P. O. Box 3220
Hollywood, California 90028

Carlton Films
2870 Bartells Drive
Beloit, Wisconsin 53511

Carman Educational Association, Ltd.
Pine Grove, Ontario
Canada

Carousel Films, Inc.
1501 Broadway
New York, New York 10036

Cathedral Filmstrips for Education
2921 West Alameda Avenue
Burbank, California 91505

CCM Films, Inc.
866 Third Avenue
New York, New York 10022

Cenco Educational Films
2600 South Kostner Avenue
Chicago, Illinois 60623

Center for Mass Communication
Columbia University Press
440 West 110th Street
New York, New York 10025

Centron Educational Films
1255 Post Street, Suite 625
San Francisco, California 94109

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Civic Education Service
1733 K Street, N. W.
Washington, D. C. 20006

Classroom Film Distributors, Inc.
5610 Hollywood Boulevard
Hollywood, California 90028

Classroom World Productions
P. O. Box 2090
Raleigh, North Carolina 276[illegible]

Colonial Films, Inc.
752 Spring Street, N. W.
Atlanta, Georgia 30308

Communications Films
870 Monterey Pass Road
Monterey Park, California 91754

Contemporary Films, Inc.
267 West 25th Street
New York, New York 10001

Cooper Films and Records, Inc.
Cooper Building
Winchendon, Massachusetts 01475

Copley Productions
7776 Ivanhoe Avenue
La Jolla, California 92037

Coronet Instructional Materials
65 East South Water Street
Chicago, Illinois 60601

Counselor Films, Inc.
1422 Chesnut Street
Philadelphia, Pennsylvania 19102

Creative Visuals
P. O. Box 1911
Big Spring, Texas 79720

Current Affairs Films
527 Madison Avenue
New York, New York 10022

Curriculum Materials Corporation
119 South Roach Street
Jackson, Mississippi 39205

Curtis Audio-Visual Materials
Independence Square
Philadelphia, Pennsylvania 19105

Data Films
2625 Temple Street
Los Angeles, California 90026

Davidson Films
1757 Union Street
San Francisco, California 94123

Demco Educational Corporation
P. O. Box 1488
Madison, Wisconsin 53701

Denoyer-Geppert Co.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Walt Disney Educational Materials Co.
800 Sonora Avenue
Glendale, California 91201

Doubleday Multimedia
1371 Reynolds Avenue
Santa Ana, California 92705

DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

** Ealing Films
2225 Massachusetts Avenue
Cambridge, Massachusetts 02140

or contact:

Film Services of Hawaii
742 Ala Moana Boulevard
Honolulu, Hawaii 96813

Eccentric Circle Cinema
P. O. Box 1481
Evanston, Illinois 60204

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational Audio-Visual
Pleasantville, New York 10570

Educational Dimensions Corporation
P. O. Box 488
Great Neck, New York 11022

Educational Film Library Association, Inc.
250 West 57th Street
New York, New York 10019

Educational Filmstrips
P. O. Box 1031
Huntsville, Texas 77340

Educational Media, Inc.
106 West Fourth Avenue
Ellensburg, Washington 98926

Educational Media Laboratories
4101 South Congress Avenue
Austin, Texas 78745

EMC Corporation
180 East Sixth Street
St. Paul, Minnesota 55101

Encyclopedia Britannica Education Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Enrichment Teaching Materials
71 East 23rd, Room 1817
New York, New York 10010

Essential Education
Huntsville, Texas 77340

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Farm Film Foundation
1425 M Street, N. W.
Washington, D. C. 20005

**Field Educational Publications, Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Film Associates
11014 Santa Monica Boulevard
Los Angeles, California 90025

**Films, Inc.
1144 Wilmette Avenue
Wilmette, Illinois 60091
or
716 Cooke Street
Honolulu, Hawaii 96813

Filmstrip House, Inc.
432 Park Avenue, South
New York, New York 10016

Fleetwood Films, Inc.
34 Macquesten Parkway S.
Mt. Vernon, New York 10550

Frith Films
1816 North Highland Avenue
Hollywood, California

GAF Corporation
140 West 51st Street
New York, New York 10020

General Learning Corporation
250 James Street
Morristown, New Jersey 07969

Ginn and Co.
125 Second Avenue
Waltham, Massachusetts 02154

Graphic Curriculum, Inc.
619 West 54th Street
New York, New York 10019

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Halewyn Films
106 John Street
Toronto, Canada

Hamson Films
10555 Mason Avenue
Chatsworth, California 91311

Handel Film Corporation
P. O. Box 69680
Los Angeles, California

Harper & Row, Inc.
49 East 33rd Street
New York, New York 10016

Hasler Pictures
1737 North Whiteley
Hollywood, California 90028

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

**Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Imperial Film Company, Inc.
4404 South Florida Avenue
Lakeland, Florida 33803

Independent Film Producers
Company
334 East Green Street
Pasadena, California 91101

Instruction Media Company
P. O. Box 185
Green Lake, Wisconsin 54941

International Communication Films
1371 Reynolds Avenue
Santa Ana, California 92705

International Film Bureau, Inc.
332 S. Michigan Avenue
Chicago, Illinois 60604

Kaiser Products
Box 7101
Colorado Springs, Colorado 80907

Kimberly-Clark Corporation
Life Cycle Center
Neenah, Wisconsin 54956

King Screen Productions
320 Aurora Avenue, N.
Seattle, Washington 98109

Knowledge Aid
6633 West Howard
Niles, Illinois 60648

Learning Corporation of America
711 Fifth Avenue
New York, New York 10022

Learning Through Seeing, Inc.
8138 Foothill Boulevard
Sunland, California 91040

Library Filmstrip Center
3033 Aloma
Wichita, Kansas 67211

Life Education Program
Time-Life Building
Rockefeller Center
New York, New York 10020

Life Educational Productions
262 East Fourth Street
St. Paul, Minnesota 55101

Long Film Slide Service
705 Fairmount Avenue
El Cerrito, California 94530

**Lono, Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Mass Media Associates, Inc.
2116 North Charles Street
Baltimore, Maryland 21218

**McGraw-Hill Films
1414 Dillingham Boulevard, Rm. 205
Honolulu, Hawaii

Mead Educational Services
245 North Highland Avenue, N. E.
Atlanta, Georgia 30307

Media Fair
20 West 43rd Street
New York, New York 10036

Media Five Film Distributors
1011 North Cole Avenue
Hollywood, California 90038

Media Plus, Inc.
60 Riverside Drive
New York, New York 10024

Media Systems Corporation
250 West Main Street
Morristown, New Jersey 08057

Merchandiser Film Products
419 Park Avenue, South
New York, New York 10016

Metropolitan Visual Products, Inc.
453 West 47th Street
New York, New York 10036

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, New York 10017

Milliken Publishing Company
611 Olive Street
St. Louis, Missouri 63101

Modern Learning Aids
1212 Sixth Avenue
New York, New York 10036

Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Nasco
Ft. Atkinson, Wisconsin 53538

National Aeronautics and Space
Administration
Code FE
Washington, D. C.

National Audiovisual Center (GSA)
8th and Pennsylvania Avenue, N. W.
Washington, D. C. 20408

National Career Consultants, Inc.
9978 Monroe
Dallas, Texas 75220

National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

National Instructional Television
Center
Box A
Bloomington, Indiana 47401

NBC Educational Enterprises
30 Rockefeller Plaza
New York, New York 10020

Neubacher-Vetter Film Productions
1750 Westwood Boulevard
Los Angeles, California 90024

The New York Times Library Service
229 West 43rd Street
New York, New York 10036

OIDMA, Ltd.
P. O. Box 3868
Centerdale, Rhode Island 02911

Olympic Film Service
161 West 22nd Street
New York, New York 10011

**Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

PACE International Corporation
12444 Ventura Boulevard
Studio City, California 91604

PAMI Learning Systems
P. O. Box 163
Collinsville, Illinois 62234

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Pat Dowling Pictures
1056 South Robertson Boulevard
Los Angeles, California 90000

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Perennial Education, Inc.
1825 Willow Road
Northfield, Illinois

Popular Science Audio-Visuals, Inc.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Prism Enterprises, Inc.
200 East 23rd Street
New York, New York 10010

Professional Arts, Inc.
P. O. Box 8484
Universal City, California 91608

Psychotechnics, Inc.
1900 Pickwick Avenue
Glenview, Illinois 60025

Pyramid Films
P. O. Box 1048
Santa Monica, California 90406

Ravell Educational Systems
1216 Fifth Street
Santa Monica, California 90401

RMI Film Productions, Inc.
4916 Main Street
Kansas City, Missouri 64112

R. O. A. Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Sales Communications Systems
110 East 59th Street
New York, New York 10022

Sanderson Films, Inc.
1501 South West Street
Wichita, Kansas 67213

Schloat Productions, Inc.
Palmer Lane, West
Pleasantville, New York 11501

Scholastic Audio-Visual
50 West 44th Street
New York, New York 10036

**Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
or
1710 Punahou Street, Suite 101
Honolulu, Hawaii 96822

Scott Education Division
20 First Street
Chicopee, Massachusetts 01020

Shorewood Reproductions, Inc.
724 Fifth Avenue
New York, New York 10019

Sigma Educational Films
P. O. Box 1235
Studio City, California 91604

Singer Company
30 Rockefeller Plaza
New York, New York 10020

S - L Film Productions
5126 Hartwick Street
Los Angeles, California 90041

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

**Standard Oil Film Library
227 Mokauea
Honolulu, Hawaii

Stanton Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

Sterling Educational Films
241 East 34th Street
New York, New York 10016

Synchronex Corporation
8220 North Austin Avenue
Morton Grove, Illinois 66053

Taylor Associates
Hawk Drive
Lloyd Harbor, New York 11743

Teaching Films, Inc.
2518 North Boulevard
Houston, Texas 77006

Teaching Technology Corporation
P. O. Box 3817
Van Nuys, California 91407

Technamatic, Inc.
16 Sintsink Drive, East
Port Washington, New York

Technicolor, Inc.
1300 Frawley Drive
Costa Mesa, California 92627

Teleketics
1227 South Santee Street
Los Angeles, California 90015

Thorne Films, Inc.
1229 University Avenue
Boulder, Colorado 80302

Time-Life Films
4 West 16th Street
New York, New York 10011

TRAFCO
1525 McGavock Street
Nashville, Tennessee 37203

Trans-World Films, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Trend Films Corporation
P. O. Box 69680
Los Angeles, California 90069

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

Tweedy Transparencies
208 Hollywood Avenue
East Orange, New Jersey 07018

United Productions of America
600 Madison Avenue
New York, New York 13902

U. S. Bureau of Mines
C Street between 18th and 19th, N. W.
Washington, D. C. 20006

U. S. Government Film Service
U. S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

United Transparencies, Inc.
P. O. Box 688
Binghamton, New York 13902

United World Films
2001 South Vermont Avenue
Los Angeles, California 90007

Universal Education and Visual Arts
221 Park Avenue, South
New York, New York 10003

University Microfilms
300 Zeeb Road
Ann Arbor, Michigan 48106

Urban Media Materials, Inc.
P. O. Box 133
Fresh Meadows, New York 11365

Valiant Instructional Materials
Corporation
237 Washington Avenue
Hackensack, New Jersey 07602

Video Tran, Inc.
3200 West Lake
Glenview, Illinois 60025

Viking Press
625 Madison Avenue
New York, New York 10022

Visual Education Consultants, Inc.
2066 Helena Street
Madison, Wisconsin 53701

Visual Materials, Inc.
2549 Middlefield Road
Redwood City, California 94063

Visualcraft, Inc.
12842 South Western Avenue
Blue Island, Illinois 60406

Vocational Films
111 Euclid Avenue
Park Ridge, Illinois 60068

Vocational Guidance Films
Des Moines, Iowa 50300

VPI Color Center
410 East 62nd Street
New York, New York 10021

Walden Film Corporation
153 Waverly Place
New York, New York 10014

Warner Brothers, Inc.
666 Fifth Avenue
New York, New York 10019

Western Publishing Company, Inc.
Education Division
1220 Mound Avenue
Racine, Wisconsin 53404

Western Video-ITV
1541 North Vine Street
Los Angeles, California 90028

Weston Woods Studios, Inc.
Weston, Connecticut 06880

Wexler Film Productions, Inc.
801 North Seward Street
Allentown, Pennsylvania 18101

John Wiley and Sons, Inc.
695 Third Avenue
New York, New York 10016

Winstead Brothers
AV Division
330 Pine Avenue
Long Beach, California 90812

Wombat Productions, Inc.
87 Main Street
Hastings-On-Hudson, New York 10706

Xerox Films
High Ridge Park
Stamford, Connecticut 06904

SECTION 2

Listed below are sample films/filmstrips from companies listed on the previous pages. Suggested grade levels are indicated for each film or film series.

	*Purchase Price
1. ACI Films, Inc.	
a. "When I Grow Up I Can Be" series (16mm films) (Grades K-6)	
1. "I Can Be A Builder"	$150.00
2. "I Can Be A Community Service Worker"	150.00
3. "I Can Be A Food Processing Worker"	150.00
4. "I Can Be A Hospital Worker"	150.00
5. "I Can Be A Mechanic"	150.00
2. Centron Educational Films	
(16mm films) (Grades K-6)	
a. "Women at Work"	$150.00
b. "Manufacturing Jobs"	150.00
c. "Medical and Health Jobs"	190.00
d. "Service Jobs"	150.00
e. "Construction Jobs"	120.00
f. "Mass Media Jobs"	150.00
3. Doubleday Multimedia	
a. Careers in the 70's series (16mm or 8mm films) (Grades 7-12)	
1. "Making A Choice"	$188.00
2. "Government Services"	98.00
3. "Health Services"	98.00
4. "General Services"	98.00
5. "Agri-Business"	98.00
6. "Clerical"	98.00
7. "Education"	98.00
8. "Technicians"	98.00
9. "Construction"	98.00
10. "Communications"	98.00
11. "Mechanical"	98.00
12. "Sales"	98.00
13. "Leisure Industries"	98.00
4. Ealing Films (Grades K-6)	
a. "The Family" (6 filmstrips)	$ 54.00
b. "Community Services" (9 film-loops)	224.55
c. "Urban Ecology" (10 film-loops)	249.50

* Prices effective June, 1974.

Purchase Price

5. Films, Inc.

a. The Dignity of Work series (16mm films) (grades 4-6)

1.	"Ambulance Aid"	$200.00
2.	"Clerical Workers"	200.00
3.	"Librarian"	200.00
4.	"Market Inspector"	150.00
5.	"School Lunchroom Workers"	190.00
6.	"Sewage Treatment Workers"	190.00
7.	"Zoo Keeper"	200.00

b. Career Exploration series (16mm films) (grades 9-12)

1.	"Newspaper Careers"	$ 20.00/rental
2.	"Architectural Careers"	20.00/rental
3.	"Textile Industry Careers"	20.00/rental
4.	"Opthamalic Careers"	40.00/rental
5.	"Marketing Careers"	20.00/rental
6.	"General Insurance Careers"	20.00/rental
7.	"Modeling Careers"	
8.	"Cosmetic Industry Careers"	20.00/rental

(all eight titles may be rented for $144.00)

6. Guidance Association

(filmstrips)
a. Career Awareness Field Trips (grades K-4)

1.	"Off We Go to the Aquarium"	17.50
2.	"Off We Go to the House Built In a Hurry"	17.50
3.	"Off We Go to the Auto Proving Ground"	17.50
4.	"Off We Go to the Orange Grove"	17.50
5.	"Off We Go to the Poster Printer"	17.50
6.	"Off We Go to the Bike Factory"	17.50

b. Career Discovery series (grades 5-9)

1.	"People Who Make Things"	37.50
2.	"People Who Influence Others"	37.50
3.	"People Who Work in Science"	37.50
4.	"People Who Help Others"	37.50
5.	"People Who Create Art"	37.50
6.	"People Who Organize Facts"	37.50

	Purchase Price
c. The Job Attitudes series (grades 10-14)	
1. "Trouble At Work"	$ 37.50
2. "On The Job: Four Trainees"	37.50
3. "A Job That Goes Someplace"	37.50
4. "Why Work At All?"	19.50
5. "Liking Your Job and Your Life"	37.50
(grades 10-12)	
d. "Jobs for High School Students"	37.50
e. "Career Values: What Really Matters to You?"	97.50
f. "The Changing Work Ethic"	37.50
g. "Jobs and Gender"	37.50
h. "Choosing Your Career"	37.50
i. "What You Should Know Before You Go To Work"	37.50
j. "Preparing for the World of Work"	37.50

7. Imperial Film Company

(filmstrips) (grades K-6)	
a. "Fathers Work"	$ 42.00
b. "Mothers Work, Too"	42.00

8. National Career Consultants, Inc.

a. Career Awareness series (16mm films) (grades 4-9)	
1. "The Fascinating World of Work"	$ 96.00
2. "The Fascinating World of Sales"	
3. "The Fascinating World of Accounting"	
4. "The Fascinating World of Mechanics"	

9. OIDMA, Ltd.

a. Career (Awareness) Education series (filmstrips) (grades K-4)	
1. "What's In Your House?"	$ 12.00
2. "What's In Your School?"	12.00
3. "How Come Things Cost Money?"	12.00
4. "People Who Work For You"	12.00
5. "Making A Sale"	12.00
6. "Making Our Laws Work"	12.00
7. "Building Things"	12.00
8. "Making Things"	12.00

		Purchase Price
10.	Pathescope Educational Films, Inc.	
	(16mm films) (grades 7-12)	
a.	"Careers in Journalism"	$ 40.00
b.	"Careers in Computers"	40.00
c.	"Careers in Nursing"	40.00
d.	"Careers in Law Enforcement"	40.00
e.	"Careers in Sales"	40.00
f.	"Careers in Business Administration"	40.00
g.	"Careers in Construction"	40.00
h.	"Careers in Transportation"	40.00
i.	"Careers in Health Services"	40.00
j.	"Careers in Education"	40.00
k.	"Careers in Agriculture"	40.00
l.	"Careers in Engineering"	40.00
m.	"Careers in Community Services"	40.00
n.	"Careers in Food Services"	40.00
o.	"Careers in Graphic Arts"	40.00
p	"Careers in Repair Work"	40.00
q.	"Careers in Government Services"	40.00
r.	"Careers in Social Work"	40.00
s.	"Careers in Social Work"	40.00
t.	"Careers in Conservation"	40.00
u.	"Careers in the Leisure Time Industry"	40.00
v.	"Careers in Show Business"	40.00
w.	"Careers in Auto Service and Repair"	40.00
x.	"Careers in Public Utilities"	40.00
11.	Science Research Associates	
a.	Keys - Career Exploration (10 filmstrips) (grades 6-12)	$106.00
b.	Knowledge Needed to Obtain Work (64 transparencies) (grades 9-12)	50.00

APPENDIX A-7

DISTRIBUTORS OF CAREER EDUCATION TAPES

Book Jobbers Hawaii, Incorporated
805 Queen Street
Honolulu, Hawaii 96813

Cassettes Unlimited
Roanoke, Texas 76262

Field Educational Publications,
Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Guidance Associates
Pleasantville, New York 10570

Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Imperial Film Corporation
4900 South Lewis
Tulsa, Oklahoma 74105

Instructional Dynamics Incorporated
166 Superior Street
Chicago, Illinois 60611

Lono, Incorporated
743 Waiakamilo Road
Honolulu, Hawaii 96817

Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

Popular Science Audio-Visuals,
Incorporated
5235 Ravenwood Avenue
Chicago, Illinois 60640

H. P. Ross, Ltd.
Honolulu Merchandise Mart Building
Room 224
Honolulu, Hawaii 96813

APPENDIX B

GLOSSARY

Ability - Power to perform physical or mental acts whether the power is acquired by training and education or is due to hereditary factors.

Adaptability - Quality of being able to adjust one's self to changing expectations and situations.

Adjustment - Process of making personal modification or adaptation in order to fit a situation or reach a state of equilibrium.

Analysis - Process of breaking a whole into its component parts, by (1) identifying the whole organization or structure; (2) determining the parts which make up the organization and the relationship among the parts; (3) separating the parts and studying each individually; and (4) finally, limiting the process when further breakdown into component parts would be unwarranted.

Aptitude - Natural tendency, capability, or potential to learn, understand, or do something.

Attitude - Predisposition to act either for or against particular individuals, ideas, situations, or objects.

Avocation - Productive activity; mainly for enjoyment.

Behavioral Objective - Set of words which gives (1) a description of specific, pertinent, attainable, measurable, observable behaviors expected to result from planned intervention; (2) conditions under which behaviors will be exhibited; (3) criteria of effectiveness; and (4) limitations and constraints.

Career - Total pattern of activities a person engages in throughout one's lifetime; one's progress through lifework, occupations, and positions.

Career Awareness - The state of understanding oneself and the life styles related to different careers.

Career Development - Process of acquiring knowledge, skills, and attitudes which will enable an individual to take a productive and satisfying role in society; this development is realized through a systematic sequence of experiences implemented in various roles which exemplify positive self-concepts.

Career Education - The process of developing knowledge, skills, attitudes, and values to equip individuals for fulfilling their unique needs for occupational choice, social and civic responsibilities, leisure-time activities, and personal growth and development accomplished through five levels: (1) awareness; (2) exploration; (3) preparation; (4) placement; (5) continuing adult education.

Career Exploration - The process of sampling a variety of life roles, learning the aptitudes, interests, and abilities required for different kinds of life work, development of capabilities of goal-setting, understanding of risk taking and value structuring, and acquisition of the skills of decision-making.

Career Guidance - Activities and experiences which facilitate development in individuals toward maturity.

Career Placement - Placement of an individual consonant with preferences and aptitudes for pursuing career goals; includes educational placement as well as occupational placement.

Career Planning - Utilizing decision-making skills and application of knowledge of self and the world of work to formulate a proposed sequence of activities related to one's pattern of occupational growth and development.

Career Preparation - Development of an individual's capacities and skills to enable one to function productively in society.

Chain of Command - Order of authority in context of job positions.

Community - Body of individuals organized into a unit linked by common interests.

Concept - Major idea, thought, or notion.

Conditions - Circumstances which exist as a result of modifying factors.

Continuum - Uninterrupted, ordered sequence of events, activites, or concepts.

Decision-Making - Process by which an individual selects from two or more possible choices.

Economic Structure - Arrangement of the components making up economic systems.

Educational Preparation - Process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation or in higher levels of learning.

Employability - Ability to secure and maintain employment by virtue of having the prerequisite knowledge, skills, and attitudes required for job placement.

Employability Skills - Competencies which directly lead into, facilitate, and maintain employment.

Employment Trends - General direction, development, and movement of jobs, which include: (1) whether workers are currently in demand; (2) whether employment is expected to increase or decrease; and (3) what the main factors are which can influence the growth and decline of an occupation.

Entry Level - Specified requirements at the beginning position of an occupation.

Entry Level Skills - Competencies necessary for working in an entry level job.

Environment - Surrounding conditions, influences, forces, or circumstances.

Evaluation - Qualitative judgments describing the value or worth of any object, situation, activity, organization or structure in relation to a defined purpose; assessing input, process, output, and outcome in relation to a plan for accomplishing objectives.

Financial Aid - Monetary assistance which enables the individual to meet necessary occupational training and educational requirements.

General Education - Liberal education which does not have a particular occupational objective.

Goal - Broadly defined statement of general intent, giving direction and indicating general nature of desired outcomes but not specifying characteristics of expected products.

Horizontal Mobility - Movement from one position to another within the same stratum.

Individual Potential - Capacity of the individual for developing into a state of self-fulfillment.

Industry - Group of productive, profit making enterprises that have a technological structure for production and that produce or supply goods, services, and sources of income.

Institution - Sum total of the patterns, relations, processes, and material instruments built up around major human activities to regulate and standardize the behavior of the group.

Interdependence - Mutual dependence upon one another.

Interest - Preference for an object, course of action, or situation.

Interplay - Reciprocal relationships with action, influence, or effects on each other.

Job - Piece of work of defined character undertaken for a fixed price.

Job Description - Descriptive statement giving properties of a particular job.

Job Family - Constellation of occupations grouped together on the basis of one or more job or worker characteristics they have in common.

Job Level - Position of a specific job on a career ladder based on achievement, importance, and value.

Job Mobility - Movement from one job to another.

Job Requirements - Prerequisite knowledge, skills and attitudes, and specific prior training needed to satisfy a particular area of work.

Job Satisfaction - Sense of personal significance; sense of contribution to the world that results from the interaction between worker and job situation; amount of need satisfaction fulfilled by job activities.

Learning Activities - See Learning Tasks.

Learning Objective - General description of anticipated outcomes from learning experiences. See also Behavioral Objective

Learning Outcomes - Measurable, observable results from planned experiences, relating to objectives.

Learning Tasks - Activities designed to implement pre-set learning objectives.

Leisure Time - Time available with no pre-set objectives.

Life Style - Distinctive or characteristic manner of self-expression through a way of life, including tastes and preferences, use of leisure, place of residence, career choice, personal appearance, and personal outlook.

Model - Controllable version of or representation of something, serving as the plan to be considered a standard.

Needs Assessment - Analysis made by comparing the existing situation with the ideal situation to determine what elements are lacking or inadequately developed.

Occupation - A category in the social structuring of work.

Occupational Cluster - Occupations related and grouped according to similarities.

Occupational Expectation - Reward and satisfaction which a person anticipates from an occupational choice.

Occupational Fields - Areas of vocations in society.

Occupational Information - Data about occupations.

Occupational Level - Position on a vertical dimension of an area of work based on achievement, importance, and value.

Performance Objective - See Behavioral Objective.

Personal Attribute - Instrinsic quality of an individual.

Philosophy - Statement of a set of assumptions or beliefs.

Principle of Compatibility - Rule that the more compatible the organization or structure is with the environment in which it operates, the more likely the operation is to achieve efficiency.

Principle of Optimization - Rule that the more the organization is geared to and designed for the particular mission it is to accomplish, the more likely it is to operate efficiently.

Principle of Systematization - Rule that the stronger the relationships among the elements in the organization, the more likely is the organization to achieve efficiency.

Principle of Wholeness - Rule that the more clearly an organization can be identified as a whole, as opposed to fragmented parts, the more efficient the operation.

Process - Series of actions or operations leading to an end.

Self - Entire makeup of the individual, emphasizing the individual's perception of self.

Self-Appraisal - Evaluation of one's self with respect to one's aptitudes, interests, achievement, personal qualities, attitudes and values.

Self-Concept - An individual's view of self.

Simulation in Research - Process of testing a model, or processing data through a model to see if it produces predictable results.

Skill - Learned power of doing a thing competently; developed aptitude or ability, including one related to a specific job or occupation.

Subgoals - Sub-parts of given goals.

Synthesis - Process of creating a new whole or organization, by identifying the parts which will make up the organization, determining the relationships among the parts, combining the parts into a new whole, and limiting the process when the structure is complete.

Systems Approach - Scientific, systematic, rational approach to optimize outcomes, achieved through application of systems principles and use of systems techniques.

Technology - Application of scientific principles of industry.

Vertical Mobility - Movement of individuals between vertically stratified situations, status, or categories.

Vocation - Activities in which one engages for self-fulfillment and the fulfillment of others, including activities in a life pattern which is deliberately purposeful.

Vocational Guidance - Activities and experiences which facilitate development in individuals toward occupational maturity.

Work - Activity calling for the expenditure of an effort toward some definite achievement or outcome.

World of Work - The total environment of purposeful activities and experiences.

APPENDIX C

SUBJECT INDEX 10-12

A subject index for each major goal section follows. For each index the curriculum subject is followed by the page numbers on which the learning experiences suggested for the subject appear. When more than one learning experience for a certain subject appears on the same page, the page number is listed only once.

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